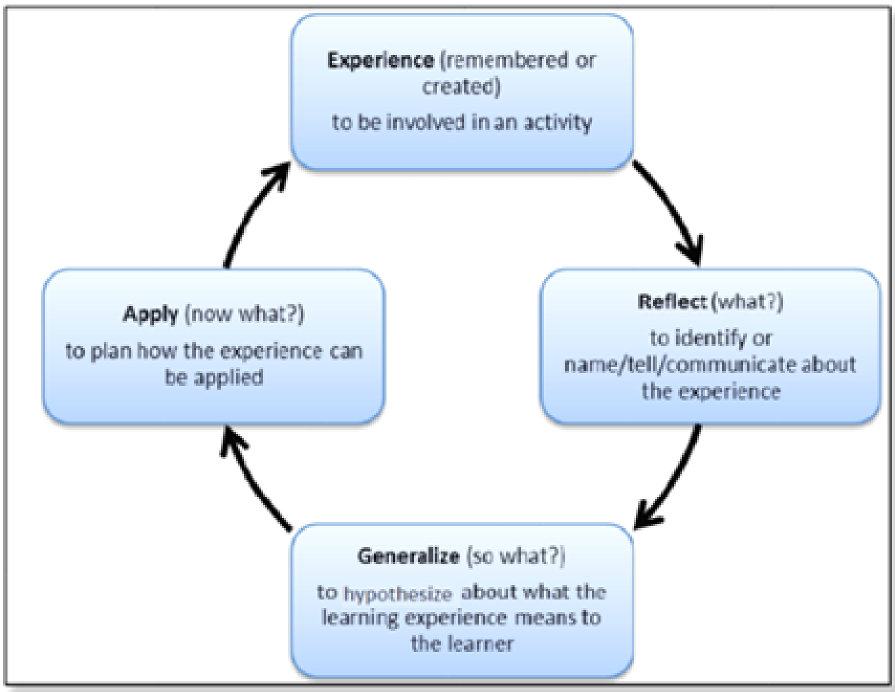
AGP2 STANDARD TRAINING AND FACILITATION MODULE

Facilitator's Guide



September 2019

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MINISTRY OF AGRICULTURE

AGRICULTURAL GROWTH PROGRAM

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TABLE OF CONTENTS

ACRONYMS

ADDIE	Analysis, Design, Development, Implementation and Evaluation
AAR	After-Action Review
AGP	Agricultural Growth Program
AGP CU	Agricultural Growth Program Coordination Units
CD	Capacity Development
CDSF	Capacity Development Support Facility
CoP	Communities of practice
DIF	Degree of difficulty, importance to the job and frequency
EAS	Extension and Advisory Services
ERGA	Experience, Reflection, Generalization and Application
FG	Facilitator's Guide
GoE	Government of Ethiopia
GROW	Goal, Reality, Options & Obstacles and Way forward
IAs	Implementing Agencies
ICT	Information Communication Technology
JES	Job-Embedded Support
KTP	Key Teaching/Training Point
RICA	Rapid Institutional Capacity Assessment
SAAG	Session-at-a-Glance
TNA	Training Needs Assessment/Analysis
TQA	Training Quality Assessment
ToT	Training of Trainers

NOTE TO THE FACILITATOR

The purpose of this Guide is to enable the implementation of Capacity Development in the context of AGP to the highest possible standards. This Facilitator's Guide has been developed to support woreda level trainers and facilitators delivering *Training and Facilitation Activities.*

This Facilitator's Guide has been developed as a supportive and guidance tool to facilitators to enable them to implement the training program in a participatory and experiential way. It will also aim at supporting the delivery of quality capacity development programs at Woreda level.

This document is a guide and not a prescriptive manual. It assumes that individuals have strong facilitation and communication skills. Facilitators are encouraged to adapt this guide to suit their individual communication and delivery styles. It is recommended to facilitators to become comfortable with the material prior to delivery.

The most important element for a facilitator is to remember that she is aiming at achieving outcomes from the training program and each of its learning units. Key questions to ask prior the delivery of each units of the training program are: What are the intended results of this training activity? What should the participant be able to do? And what should the participant know?

This facilitator guide has been designed using four-step experiential learning cycle called ERGA: Experience, Reflection, Generalization and Application. This learning cycle considers adult learning principles and the neuroscience explanation of how we learn. The ERGA learning cycle begins with an experience where participants gather information which is followed by a reflection on that experience; then information is created or generalized; and finally, it is actively tested or applied in a real (work place/site) situation. Each step of the cycle is associated with four parts of the brain – those areas associated with sensory, temporal lobe, prefrontal cortex, and motor cortices. It also realizes that adults learn best by both doing and experience. It must be accounted that all learners have unique styles of learning.

Evaluation of the training:

To assist facilitators in evaluating the training program, Appendix 1 provides training evaluation form. This evaluation has two parts:

- Part A: Relevance, Applicability and Effectiveness
- Part B is designed to help the facilitator with continuous improvement based on the feedback of the participants.

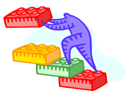
Recommended Schedule and Agenda

Time	Content	Activity/Learning Objective
		DAY ONE
9:00 – 9:40	Introduction and Agenda	Self-introduction, Climate Setting, Agenda and Pre-test
9:40 – 10:30	Overview of AGP CD	Participants identify the 4 stages of AGP capacity development mentioned in the AGP 2 Capacity Development Guideline.
Team Break		
10:50 – 11:30	Overview of ADDIE Model	Participants identify adult learning style and their application in training; describe each phase of the ADDIE model, including purpose and outcome of each phase.
11:30 – 12:30	Assessing Capacity Needs	Participants use Task Analysis Template to conduct training needs assessment; integrate gender in assessing training needs.
Lunch Break		
2:00 – 2:30	Assessing Capacity Needs	Participants use Task Analysis Template to conduct training needs assessment; integrate gender in assessing training needs.
2:30 – 3:30	Developing Performance Objectives	Participants develop at least three performance objectives as a basis for the design and development of a training program.
Tea Break		
3:50 – 4:50	Developing Learning Objectives & Assessment Techniques	Participants develop learning objectives as a basis for training design, and design appropriate assessment activities
4:50 – 5:00	Daily Evaluation Session	Participants discuss the day and evaluate their learning
		DAY TWO
8:30 – 9:00	Recapping	Participants recap day 1 lessons and reflect on their daily evaluation results
9:00 – 9:45	Choosing Appropriate Training Methods	Participants assess a variety of training methods in terms of their advantages and use to accomplish certain learning objectives.
9:45 – 10:30	Developing Session-At-A Glance (SAAG)	Participants prepare SAAG for separate learning objectives, demonstrating alignment between learning objectives, learning activities and methods of assessment
Tea Break		
10:50 – 11:35	Developing Session-At-A Glance (SAAG)	Participants prepare SAAG for separate learning objectives, demonstrating alignment between learning objectives, learning activities and methods of assessment
11:35 – 12:35	Experiential Learning Model: ERGA	Participants develop specific questions relevant for understanding each stage of ERGA
Lunch Break		
2:00 – 3:00	Developing Teaching and Learning Materials	Participants analyze components of Participant Notes for each session and its relationship with SAAG; use the six-step model in developing Facilitator's Guides
3:00 – 3:30	Training Vs Facilitating; Characteristics of Good Trainers & Facilitators	Participants differentiate training and facilitating and characteristics of good trainers and facilitators.
Tea Break		
3:50 – 4:35	Training Vs Facilitating; Characteristics of Good Trainers & Facilitators	Participants differentiate training and facilitating and characteristics of good trainers and facilitators.

4:35 – 5:00	Daily Evaluation Session	Participants discuss the day and evaluate their learning
		DAY THREE
8:30 – 9:00	Recapping	Participants recap day 2 lessons and reflect on their daily evaluation results
9:00 – 10:50	Implementing Training Programs: Considerations Before & During Training Delivery	Participants identify factors/tasks to be considered before and during delivery of any training event; apply facilitation skills of questioning, paraphrasing, relaying and summarizing.
Tea Break		
10:50 – 12:30	Monitoring and Evaluating Training Programs	Participants design appropriate monitoring tools and evaluation techniques for measuring training effectiveness.
Lunch Break		
2:00 – 3:00	Job-Embedded/Follow Up Support	Participants Identify appropriate JES techniques for AGP context; Focus on basics of Coaching, Mentoring, Communities of Practice, refreshers & supportive supervision; Benefits of Coaching/Mentoring, Mentor-coaching model
3:00 – 3:30	Job-Embedded/Follow Up Support	Mentor-coaching skills: active listening, exercises on active listening.
Tea Break		
3:50 – 4:45	Job-Embedded/Follow Up Support	Mentor-coaching skills: active listening, exercises on active listening.
4:45 – 5:00	Daily Evaluation Session	Participants discuss the day and evaluate their learning
		DAY FOUR
8:30 – 9:00	Recapping	Participants recap day 3 lessons and reflect on their daily evaluation results
9:00 – 10:30	Job-Embedded/Follow Up Support	Questioning Skills; Providing Feedback; Grow Model
Tea Break		
10:50 – 11:20	Job-Embedded/Follow Up Support	Questioning Skills; Providing Feedback; Grow Model
11:20 – 12:30	Job-Embedded/Follow Up Support	Other JES Techniques; Use Of ICT; Farmer Exchange Visits
Lunch Break		
2:00 – 3:30	Job-Embedded/Follow Up Support	Other JES Techniques; Use Of ICT; Farmer Exchange Visits
Tea Break		
3:50 – 4:30	Post-test & post-training evaluation	Post-test, post-training course evaluation, certification and closing

DAY 1

Unit Number	INTRODUCTION
Session number and Title	1. Creating a collaborative environment
Materials Required	Flip chart paper, stand, markers, scotch paper PowerPoint presentation, ice breaker
Start Time/Duration	9:00 (40 minutes)
Learning objectives	Participants will: ▪ Create a collaborative environment ▪ Build dialog and set the group dynamics.



Step 1: Welcome participants:

The introduction sets the tone. Give participants the chance to introduce each other by *name, job title, working organization, place of work, their experience in training and CD*.

It is important to model good facilitation practice throughout the training program including the standard AGP:

1) starting on time and honor set health and lunch breaks times,
2) make effort to get participants involved and give them responsibilities throughout the program,
3) make the responsibilities of facilitators clear, and
4) begin each different unit by introducing the objectives and end each session with *debriefing* so that participants know what was covered so far.

Estimated time: **30 seconds/person**

Step 2: Create a collaborative Environment:

The facilitator can choose one of the following exercises. The facilitator can use the following icebreaker options to create a collaborative learning environment.

Option # 1: Names and Adjectives Time: 20 minutes

Description of the ice breaker:

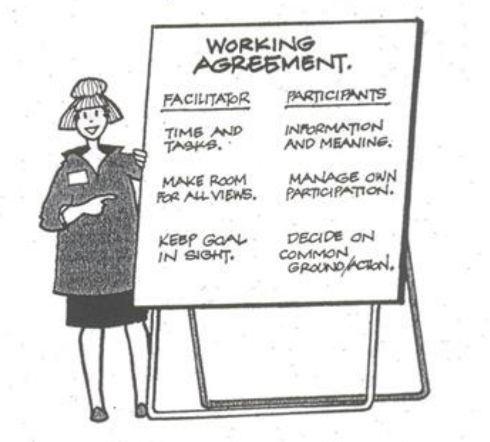
Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Almaz and I'm amazing." As they say this, they can also mime an action that describes the adjective.

Option # 2: I like you because... Time: 20 minutes

Description of the ice breaker:

Ask participants to stand in a circle and say one thing they like about the person on their right. Give them time to think about it first!

Step 3: Ask participants to identify some of the principles that will apply to the learning environment (e.g. question could be "what would enable us as group to work effectively together as group and achieve the objectives of the training?).



Training principles/rules could be:

- Dialogue
- Everyone teaches/everyone learns (we all have important knowledge and can learn from each other)
- Differences are not a problem
- Learning by doing
- Hard on issues; soft on people

Estimated time: **10 minutes**

Step 4. Roles and responsibilities (5 minutes):
The facilitator introduces the main roles that would ensure the success of the workshop. Together with the participants the facilitator outlines the roles and responsibilities of the facilitator and the participants on a flip chart (see the table below). The main roles and responsibilities are the following:

- *Evaluation and recap team* is to design and administer the daily evaluation and recapping. They can meet with the facilitator to discuss possible evaluation methodology. They need to brief facilitator(s) so that adjustments to the next day's program can be made. They also present the daily evaluation and learning summary to participants prior to start the first session in the morning.
- *Time keepers* notify the facilitator(s) of the approaching breaks times and ensure participants are back from breaks on time.
- *Energizer team* design and deliver energizers. They can meet with facilitators to discuss possible ideas.

Establish an Action Agreement (ask participants to put their names down in a square during the first tea break).

Action	Day 1	Day 2	Day 3	Day 4
Evaluation and recap	am pm	am pm	am pm	am pm
Timekeeper(s)	am pm	am pm	am pm	am pm
Energizer (s)	am pm	am pm	am pm	am pm

Step 5: Discuss the logistics with participants. Review the start, end, break and lunch times with the group.

Step 6: Ask participants what they expect from the workshop, write them on flipchart and compare later with learning objectives. Estimated time: **5 minutes.**

Step 7: Present the slide showing the purpose of the training, and training agenda.

Estimated time: **5 minutes.**

Unit Number	ONE
Session number and Title	1.1 OVERVIEW OF AGP 2 CAPACITY DEVELOPMENT
Materials Required	Flip chart paper, stand, markers, scotch paper PowerPoint presentation
Start Time/Duration	9:40 (50 minutes)
Learning objectives	Participants will be able to: ▪ identify the 4 stages of AGP capacity development mentioned in the AGP 2 Capacity Development Guideline.

Overview

Introduce the session by telling participants:

One of the gaps observed in our context to conduct effective human capacity development is for the fact that capacity development has been observed as mainly delivering training. Capacity development is often not considered as a phased approach. Here the facilitator will present an adopted good practice for capacity development: a model for capacity development which consists of four stages.

Learning Objective

Facilitator will introduce the learning objective for the session.

Basic Concepts

Facilitator brainstorm participants: what is capacity? What do we mean by capacity development?

Collect participants response on flipchart and make a presentation on the following concepts.

'Capacity' is understood as "the ability of people, organizations and society as a whole to manage their affairs successfully."

Capacity Development thus is a change process "whereby people, organizations and society as a whole unlock, strengthen, create, adapt and maintain capacity over time".

Learning Activities:

Experience (20 minutes)

Instruction: Facilitator divides participants in to four groups. Groups will work on the following discussion questions and make their presentation on flipchart. Groups will nominate their chairperson and reporter.

Group 1:

- *What is the evidence referred in the PIM to support Annual Woreda CD Plans?*
- *Who are participating in capacity development needs assessment? How did different stakeholders reach consensus on capacity gaps and priorities?*
- *What is your experience in conducting TNA?*

Group 2:

- *What is meant by capacity strengthening?*
- *What kind of capacity strengthening activities you are experienced in?*
- *What are the important requirements before, during and after training programs?*

Group 3:

- *What specific CD follow-up methodologies have you been used in AGP?*
- *What does job-embedded support mean?*
- *What are the most effective JES strategies you have experienced so far?*
- *Why new knowledge and skills gained through training programs are not effectively applied back at the workplace?*

Group 4:

- *What is institutionalization?*
- *How are CD best practices identified?*
- *How are effective practices scaled-up?*
- *How they are integrated/ institutionalize in to the AGP practices and AIs?*

Reflection (20 minutes)

Once participants prepared their discussion results on flipchart, they will post them on the wall. The facilitator will ask the first group reporter to present the group discussion results and then ask from other groups to questions for clarification, feedback, etc. Facilitator follow the same procedure for the other three groups. This will take about 5 minutes per group.

Generalization (5 minutes)

Facilitator will make brief presentation about the four stages of AGP capacity development by using Slide 2.

Then, the facilitator will ask the following debriefing questions that help participants generalize about four stages of capacity development.

- What did you learn from this session?
- How did you conceptualize each of the 4 capacity development stages in your work?

Application (5 minutes)

After the questions have been answered, ask participants to think about themselves as facilitators – what should facilitators do when they assess needs, designing and developing training, implementing and evaluating training programs as well as providing on the job support? How would you apply the four stages of CD through this process?

Unit Number	TWO
Session number and Title	2.1 ADULT LEARNING STYLES AND OVERVIEW OF ADDIE MODEL
Materials Required	Flip chart paper, stand, markers, scotch paper, exercise sheet on ADDIE model, PowerPoint presentation
Start Time/Duration	10:50 (40 minutes)
Learning objectives	Participants will be able to: ▪ identify adult learning style and their application in training. ▪ describe each phase of the ADDIE model, including purpose and outcome of each phase.

Overview

Introduce the session by telling participants:

ADDIE is a systematic, flexible, proven process for designing training and for defining what training is needed, for ensuring development of effective, and for cost efficient training.

The goal of instructional systems model (ISD) is to increase the effectiveness and cost-efficiency of training by:

- *Developing instruction based on real-world performance requirements;*
- *Eliminating irrelevant skills and knowledge from the course; and*
- *ensuring that learners acquire the necessary skills, knowledge and attitudes to perform the required tasks back in the workplace.*

Tell participants that the upcoming sessions will address details of each stages of the ADDIE model. In this session only the concepts will be operationalized.

Learning Objective

Facilitator will introduce the learning objectives for this session.

Basic Concepts

ADDIE - is an acronym referring to the five major phases that comprises the generic ISD process: Analysis, Design, Development, Implementation and Evaluation.

Learning Activities:

Experience (10 minutes)

Think-pair-share exercise:

On flip chart/PowerPoint slide the facilitator displays the questions:

- *What is meant by adult learning or experiential learning principles/methods? What are the benefits of these principles for training?*
- *Is training really the only solution to all problems? For what kind of problems is training a suitable solution?*

- *What activities are accomplished when designing and developing a training?*
- *What makes well facilitated training different from badly facilitated training?*
- *When and how should training be evaluated?*

Instruction: First with their sitting arrangement, split participants in to five equal parts. The first part of the group will answer the first question, the second group on the second question, the third group on the third question, the fourth group on the fourth question and the fifth group on the last question.

Procedure: First each group discuss their question in pairs. In the pair they have to be instructed to:

- Share your definition with your colleague. Refine.
- Then, share your definition with the whole group.

<u>Reflection (10 minutes)</u>

Allow 10 minutes for each part of the group to reflect their answers. Collect participant responses on flip chart.

<u>Generalization (15 minutes)</u>

Then, the facilitator presents about adult learning principles using and the five stages of the ADDIE model using **Slide 3.**

<u>Application (5 minutes)</u>

Refer participants to the Learning Objective for this session. Read it aloud.

Tell participants that we are going to do an exercise to assess their achievement of the objective. You will recall that our learning objective is:

As a result of this module you will be able to describe each phase of the ADDIE model, including purpose and outcome of each phase.

Refer participants to the Exercise! The ADDIE Model contained in the participant notes.

Tell participants that for this exercise the various phases of the ADDIE model have been numbered: 1 is the Analysis phase, 2 is the Design Phase, 3 is Development Phase, 4 is Implementation and 5 is Evaluation. Listed on your sheet are tasks that must be completed when designing instruction. In the space provided indicate the phase in which the task is completed by placing the number of the phase in the space.

Let participants take a few minutes to individually complete the exercise. Then discuss the results in 10 minutes.

When all participants have completed the exercise have various people read out the task and the phase of the ADDIE model it is associated with. Ask group members to read a phase and the tasks associated with it when complete.

Unit Number	THREE
Session number and Title	3.1 ASSESSING CAPACITY NEEDS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation, Task Analysis Template
Start Time/Duration	11:30 (90 minutes)
Learning objectives	Participants will be able to: • use Task Analysis Template to conduct training needs assessment as a basis for the design and development of a training program. • integrate gender in assessing training needs.

Overview

Introduce the session by telling participants:

*The most important procedure in the training needs assessment phase is **Task Analysis.** This is where you identify the specific tasks that participants should be able to perform when the training is completed. This session will present key steps required in the Task Analysis process.*

Learning Objective

Facilitator will introduce the learning objectives for this session.

Basic Concepts

Task Analysis - Task Analysis is an important part of instructional systems design/ADDIE model. Task analysis is a systematic process used to identify and analyze specific tasks and subtasks that must be accomplished in the performance of a job or activity

Task – Every job is made up of a series of tasks – administrative tasks, operational tasks, tasks that are completed daily, tasks that are completed weekly, monthly or yearly. A task is a discreet set of activities that produce an output. Completing a bank deposit slip is a task. Writing a report is a task. A task involves a limited number of steps and usually can be completed in minutes or hours.

Inputs – The resources and materials that are required in order to complete the task successfully. Inputs may involve templates, policy manuals, input from others, approvals, and so on. If some or all inputs are not in place the task cannot be performed successfully.

Performance Standards – Standards are criteria against which the task is judged to be completed successfully. Some standards are prescribed by law or by policy. Other standards are unwritten. Examples of standards include: according to AGP guidelines, according to AGP CD guideline, complete, accurate, without error, and so on.

DIF model – The DIF model is a way of weighting a task as a basis for training design and development. The DIF is used by training designers to distinguish tasks on the basis of their difficulty, importance to the job and frequency. The result is a three-digit number that conveys to the training designer how much emphasis to give to a task.

Learning Activities:

Experience (10 minutes)

Brainstorm participants on the following questions:

- *What is the importance of training needs assessment? What needs do capacity assessment give us?*
- *What tools, resources, models, practices are available to assess their capacity needs?*
- *What barriers and obstacles (real or perceived) are there to using a systematic capacity needs assessment or tools, resources, models and practices?*

Reflection

Facilitator/co-facilitator collects participants response to the above questions on flipchart.

Generalization (15 minutes)

Facilitator presents key steps on how to conduct training needs assessment using Task Analysis Template and some gender considerations during needs assessment **(Slide 3).**

After the presentation, facilitator asks participants: what did you learn from this session? What questions you have in mind for further clarification?

Application (60 minutes)

Using the Task Analysis Template mentioned in the Participant Note, ask participants to work in group to conduct task analysis on their chosen topic. Introduce the steps one by one and wait until participants finish the previous step before you proceed to the next step.

How to conduct Task Analysis?

1. **List all tasks that participants are required to perform**
2. **Prioritize each task using different techniques**
3. **List the Steps required to perform each task in order**
4. **List the Inputs required to complete the task successfully**
5. **List the Standards against which each task is assessed**
6. **Identify the specialized knowledge, skills & attitudes required to perform the specific task**
7. **Give each task a weighting – DIF model**

Debriefing (5 minutes)

Facilitator asks the following questions:

- How will task analysis important for conducting training needs assessment?
- How will you apply task analysis in your job?

Unit Number	FOUR
Session number and Title	4.1 DESIGNING AND DEVELOPING TRAINING PROGRAMS: DEVELOPING PERFORMANCE OBJECTIVES
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	2:30 (60 minutes)
Learning objectives	Participants will be able to: • develop at least three performance objectives as a basis for the design and development of a training program.

Overview

Introduce this session by providing a brief overview.

The final procedure in the training needs assessment phase is Task Analysis. This is where you identify the specific tasks that participants should be able to perform when the training is completed. Task analysis is a foundation to develop performance objectives. The performance objective is later translated into a learning objective. Performance objective is a foundation to develop learning objectives. Learning Objectives describe those same performance objectives as they need to be performed in the classroom.

In this session participants will develop at least three performance objectives as a basis for the design and development of a training program. As such, this session provides the linkage between needs assessment and training program design.

Learning Objective

Facilitator will introduce the learning objectives for this session.

Basic Concepts

Facilitator will introduce performance objective using Slide 5:

Performance Objective – A task analysis identifies all the tasks that need to be performed as a result of training. Each task in the task analysis becomes a performance objective. Performance Objectives describe the tasks participants should be able to perform on the job. The performance objective is the link between job requirements and the training program.

Learning Activities:

Experience (10 minutes)

Facilitator will brainstorm participants on the following questions:

- Why is training important?
- How would you know whether training helped participants to improve their performance?

Reflection

Facilitator/co-facilitator collects participants response on flipchart before making presentation about performance objectives.

<u>Generalization (10 minutes)</u>

Facilitator first provides brief presentation using Slide 5 about performance objective and the formula how to construct a performance objective.

Next, ask participants what they learned from this session.

<u>Application (40 minutes)</u>

Practical Exercise: Remind participants of the learning objective for this session:

As a result of this session you will be able to develop three performance objectives as a basis for the design and development of a training program taken from your EFY 2012 training plan.

Participants should develop performance objectives for each of the tasks that they have identified during task analysis.

Ask participants how they will apply this knowledge and skill back in their workplace and give further reinforcement.

Unit Number	FOUR
Session number and Title	4.2 DESIGNING AND DEVELOPING TRAINING PROGRAMS: DEVELOPING LEARNING OBJECTIVES AND ASSESSMENT TECHNIQUES
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation, Bloom's Taxonomy
Start Time/Duration	3:50 (60 minutes)
Learning objectives	Participants will be able to: • develop learning objectives as a basis for training design, and design appropriate assessment activities to provide evidence that all participants have achieved each of the learning objectives.

Overview

Provide a brief overview of the session with accompanying slides. Tell participants:

Learning objectives (sometimes called learning outcomes) are brief, clear, specific statements of what learners will be able to perform at the conclusion of instructional activities. Training programs typically consist of a series of learning objectives and each objective is typically one session or complete learning strategy. Generally, learning objectives are competency- based as they designate exactly what learners need to do to demonstrate mastery of training material.

Learning objectives

Facilitator will introduce the learning objective for this session.

Basic Concepts

Tell participants that there are many definitions for learning objective, training objective, assessment techniques and so on. For our purposes and for purposes of the training, we will use the following definition of terms.

Training Objective: Non-specific, non-measurable statement of the outcome expected from the training program. For example, to improve communication skills for Woreda Staff.

Learning Objectives (sometimes called Learning Outcomes) - statements of instructional intent. They describe in specific terms what the learner will be able to do at the end of the learning unit/session to demonstrate achievement of the objective.

Assessment Techniques– Using an objective test or activity that provides evidence that participants have learned and can apply what is intended in the learning objective.

Learning Activities:

Experience (10 minutes)

Think-pair-share exercise: Ask participants:

Assume that we have just completed facilitating a training program. We think the training went for well, but we are not sure.

- *How would we determine if it was successful or not?*
- *What would we look for that might tell us that the training was successful?*
- *How would we know that ALL participants have learned from the training?*
- *What type of assessment procedures will we use that give assurance that all participants can perform the learning objective?*

Reflection

Participants will discuss these questions briefly in pairs and groups before moving on. Look for various opinions for each question and compare and contrast them.

Generalization (20 minutes)

Tell participants that we have a short movie to show that will introduce the key concepts related to writing effective learning objectives as the foundation of learning.

Play the video through and discuss issues that emerge from it at the end.

The main points raised by the short video are:

- *Learning objectives establish a foundation upon which the rest of the course is based;*
- *Course Objectives are broad statements that reflect general course goals and outcomes;*
- *Learning objectives are targeted statements having to do with learner performance;*
- *Learning objectives are competency-based containing one appropriate action verb and standards for performance;*
- *Objectives ensure alignment between teaching strategies, learning activities and assessment and module resources;*
- *Objectives provide the ability to structure course content and learning activities to ensure objective are achieved appropriately.*

Tell Participants:

- *Learning objectives include five characteristics that help to communicate intent. While there are several ways that objectives may be written, they all contain essentially the same characteristics*
- *Introduce these characteristics using* ***Slide 6.***
- *Present also the use of Bloom's taxonomy for developing learning objectives and effective assessment techniques using* ***Slide 6.***

Tell participants:

- *Assessments should provide evidence of how well participants have learned what we intend them to learn. What we want learners to learn and be able to do should guide the choice and design of the assessment.*
- *Present* ***Slide 6*** *about the formula for developing learning objectives/outcomes.*

<u>Application (30 minutes)</u>

Practical Exercise: Remind participants of the learning objective for this session. Tell participants that achievement of this objective requires every participant to develop three learning objectives in the proper format and design appropriate assessment techniques.

Tell participants to refer back to the performance objectives they developed in the previous session. They should transform those performance objectives into well-stated learning objectives and design appropriate assessment techniques.

Your objectives should be in the correct format, should use an appropriate action verb from Bloom's Taxonomy and utilize an appropriate assessment technique.

Finally, ask participants how this exercise will help them to develop learning objectives and design appropriate assessment techniques.

DAY 2

Unit Number	FOUR
Session number and Title	4.3 DESIGNING AND DEVELOPING TRAINING PROGRAMS: CHOOSING APPROPRIATE TRAINING METHODS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	9:00 (45 minutes)
Learning objectives	Participants will be able to: • recap the key lessons learned during the previous day • assess a variety of training methods in terms of their advantages and use to accomplish certain learning objectives.

Overview

As this session will be the first session of the second day, facilitator will start the session by asking participants to recap the key lessons they learned during the first day and reviewing the daily evaluation results for 30 minutes.

There are numerous training methods and participatory techniques available to increase the effectiveness of training and help improve performance. Indeed, with so many choices out there, it can be a challenge to determine which methods to use and when to use them. Using several methods for each training session (blended learning approach) will enhance learning and increase the likelihood that participants will learn and retain what they learn.

In this session we take a close look at training methods and examine their advantages and disadvantages. We also explain how you can combine the various methods into an effective blended learning approach.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

Brainstorming (5 minutes):

Ask participants to explain the following terms in their own words> Look for a variety of responses before moving to the next section.

- what is meant by participatory methods?
- what is meant by learning activities?

When participants have given their responses to the questions provide the 'official' definitions using **Slide 7.**

Participatory methods – these are methods used by to facilitator to increase individual analysis and participation. The methods or strategies may take longer to set up and implement, but the learning that results is usually worthwhile.

Learning Activities – the individual activities that participants will be exposed to that will ensure they can achieve the learning objective.

Learning Activities:

Experience and Reflection (5 minutes)

Brainstorming: Ask participants to respond to the questions on the **Slide 7**. Look for a variety of responses to each question and discuss any points raised.

Generalization (15 minutes)

Provide a brief lecturette using Slide 7 on Considerations for Selecting Training Methods. The following point should be included:

The main factors to be considered during the selection of training methods are the human factors (trainer, trainees), the programme topic, the available time and facilities.

Introduce also some examples of training methods listed on ***Slide 7.*** *Tell participants that Blended Approach is very essential.*

When the PPT presentation is complete play the video 'Learning Activities – Making them Meaningful and discuss issues that emerge from it at the end.

The short video includes criteria to make learning activities more meaningful.

Application (20 minutes)

Remind participants of the learning objective for this session:

As a result of this session, you will be able to assess a variety of training methods in terms of their advantages and use to accomplish certain learning objectives.

Tell participants that we are now going to assess the various training methods.

Refer participants the Exercise 1 on Page 23 of their participant notes. Read the instructions aloud and ensure everyone understands.

Once they finished this exercise, ask participants which of these methods are most appropriate to their learning objectives written in the previous session (day 1) and their applicability to future training programs.

Unit Number	FOUR
Session number and Title	4.4 DESIGNING AND DEVELOPING TRAINING PROGRAMS: DEVELOPING SESSION AT A GLANCE (SAAG)
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	9:45 (90 minutes)
Learning objectives	Participants will be able to: • prepare Sessions-at-a-Glances for separate learning objectives, demonstrating alignment between learning objectives, learning activities and methods of assessment

Overview

Tell Participants:

Before committing yourself to design and development of a training programs it is useful to get a bird's eye view of the entire training so that decisions can be made regarding objectives, assessment, learning methods and timing. That is the purpose of session-at-a-glance (SAAG). It is a planning tool that will enable you to make decisions on the basis of adult learning principles about the appropriate mix of learning activities to achieve the learning objective. As well, estimates of time required can be made, and adjustments to methodology made, to 'fit' the training into the available time.

A template is provided for your convenience that allows you to obtain a roadmap of each individual session as well as the training module in its entirety.

Learning objectives

Facilitator will introduce the learning objective for this session.

Basic Concepts

NA

Learning Activities:

Experience and Reflection (15 minutes)

Brainstorming: Ask participants to respond to the following questions displayed on the **Slide 8**. What kind of planning tool you are experienced before you deliver your training program? What do you think is SAAA? What is a training session? Look for a variety of responses to each question and discuss any points raised.

Generalization (10 minutes)

Provide a lecturette on the session-at-a-glance as a tool for effective training planning (Slide 8).

*The **Session-at-a-Glance** is a planning tool that enables you to make preliminary decisions about the final design of your training well in advance of development. It enables you to select methods and estimate times to ensure you are teaching participants what is necessary for them to learn in order to improve* *performance. It enables you to adjust methods to suit the available time without loss of quality.*

A training session *can be defined as a coherent set of learning activities, and all the materials needed to implement such activities, organized around some specific topic, and expected to lead to the attainment of some specific learning objectives.*

The time span of a training session may last to one or more hours depending on the requirements of the theme, and the starting level of the participants.

Provide in you presentation the template for developing SAAG.

Application (75 minutes)

Remind the learning objective aloud to participants. It says you will be able to prepare Sessions-at-a-Glances for separate learning objectives, demonstrating alignment between learning objectives, learning activities and methods of assessment

The assessment for this session is for you, working in teams, to develop at least three Sessions-at-a-Glance for topics that are relevant for a capacity development training program.

Instruction: Working in teams ask participants to develop a session-at-a-glance for each of their three learning objectives prepared earlier.

Tell participants that if there is information pertaining to their learning objectives that they do not have they should make it up for the purpose of the exercise.

Tell groups they have 45 Minutes to complete all three SAAGs and 15 minutes for review and summary.

When teams have completed their sessions-at-a-glance for all three sessions you will want to circulate from one group to the next to review.

When all groups have demonstrated effective use of the Session-at-a-Glance you may summarize.

Section Number	FOUR
Section Number and Title	4.5 EXPERIENCIAL LEARNING MODEL: ERGA
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	11:35 (60 minutes)
Learning objectives	Participants will be able to: • develop specific questions relevant for understanding each stage of ERGA

Overview

According to Kolb, individuals experience four stages of learning: a) has some sort of concrete experience, b) observes and reflects on this experience, c) analyzes and generalizes the experience, and finally, d) applies what has been learned to new situations. Most hard and soft capacities can be well-understood when taught through a graduated learning experience such as ERGA.

Tell participants:

This session is about ERGA for designing and delivering your training session. ERGA is structured around distinct stages that move from individual experiences to learning application. Information is introduced at its most essential element and becomes more complex as learners gain deeper understanding.

Learning objectives

Facilitator will introduce the learning objective for this session.

Basic Concepts (5 minutes)

Experiential Learning Cycle **-** *Experiential learning occurs when a person engages in some activity, looks back at the activity critically, draws some useful insight from this analysis, and puts the result to work. We all experience this process spontaneously in ordinary living. A structured experience provides a framework in which we can facilitate the inductive process.*

Learning Activities:

Experience and reflection

Brainstorming (5 minutes)

Facilitator asks participants the following questions:

- What is your experience about experiential learning cycle?
- What is meant by ERGA?
- Why we start a training session with learner’s experience?

Collect participants’ response on flipchart.

Generalization (20 minutes)

Facilitator presents about ERGA on Slide 9.

Experience, Reflection, Generalization and Application (ERGA) is the design model:

- **Experience** each new topic with an exercise that either creates a new experience or builds on existing experience.
- **Reflection–** After the experience, participants think about how this experience feels.
- **Generalization–** Participants then comment on what they learned from the experience or exercise
- **Application –** Participants comment on how this learning can be applied to their work

Application (30 minutes)

Now participants will develop specific questions for deeply conceptualizing and applying each stage of ERGA.

Instruction: Divide participants in to 4 groups and ask all groups to develop 5 types of questions each for ERGA and present their results on flipchart. Once groups completed their work, post all flipcharts on the wall. As the question is the same for all groups, only two selected groups will present their results and other groups will complement on their presentation. After two groups are presented, participants will do a gallery walk to visit the work of other two groups and go back to their seats for summary of the session.

Section Number	FOUR
Section Number and Title	4.6 DEVELOPING TEACHING AND LEARNING MATERIALS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation, Participant Notes and Facilitator's Guide templates
Start Time/Duration	2:00 (60 minutes)
Learning objectives	Participants will be able to: • analyze components of Participant Notes for each session and its relationship with SAAG • use the six-step model in developing Facilitator's Guides and PPT presentations, incorporating instructions for the facilitator, lecture notes, questions to stimulate discussion, learning activities and assessment methods, relevant for a back-home training activity.

Overview

Participant Notes should not only be used during the training to supplement and promote learning, but they should also be used as reference materials back on the job. Learning does not stop at the classroom door. It continues when participants return to work and begin to apply what they learned. Effective participant notes provide additional guidance for participants – a 'how-to' manual that will remain on the participant's desk as he or she goes about the job.

This session also talks about developing the Facilitator's Guide for your training. The Facilitator's Guide contains everything that is needed to run the training program – lecture notes, PowerPoint slides, exercises, case studies, readings and articles – anything that is used during the training course is included in the Facilitator's Guide.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

Participant Notes are hard copy text which supports, expands on, organises or otherwise provides support to the training.

Facilitator's guides are developed for the purpose of guiding facilitators on how to implement the content of a training program.

Learning Activities:

<u>Experience and reflection (20 minutes)</u>

Think-pair-share exercise:

On flip chart/PowerPoint slide the facilitator displays the following questions:

- *What you look for in handout materials to support training?*
- *What should be included in participant notes?*

- *What features you might look for in a good Facilitator's Guide?*

Instruction: First with their sitting arrangement, split participants in to three equal parts. The first part of the group will answer the first question, the second group on the second question, and the third group on the third question.

Procedure: First each group discuss their question in pairs. In the pair they have to be instructed to:
- Share your definition with your colleague. Refine.
- Then, share your definition with the whole group.

Allow 5 minutes for each part of the group to reflect their answers. Collect participant responses on flip chart.

Generalization (15 minutes)

Tell participants that there are many formats for preparing participant notes. The format we utilize in the Master Facilitator Development Program is based on a well-established model. It is efficient and effective and provides direct input for the Facilitator's Guide, which is developed when participant notes are completed.

Present Slide 10 about the structure of a Participant Note: Unit Title, Overview, Learning Objective/s, Basic Concepts, Key Teaching Points and on Six-Step Learning Model for developing Facilitator's Guide.

Note that each key teaching point incorporates the ERGA. Try, as much as possible, to incorporate all four stages of the experiential design cycle into each key teaching point. ***However, this isn't always practical or necessary. At the very minimum, try to find a way to have your participants APPLY the key teaching point through small or large group discussion or through an exercise of some kind. Remind also the gender responsive approaches in designing and developing training programs.***

Application (15 minutes)

At the tables ask each group to put their heads together to answer the following questions:

- What are the highlights of this session?
- What did they learn about Participant Notes and Facilitator's Guides?
- What did they learn about adult learning?
- What are the lessons learned for the next time they are required to develop Participant Notes and Facilitator's Guides?

Section Number	FIVE
Section Number and Title	5.1 IMPLEMENTING TRAINING PROGRAMS: TRAINING vs FACILITATING; CHARACTERISTICS OF GOOD TRAINERS AND FACILITATORS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	3:00 (75 minutes)
Learning objectives	Participants will be able to: • differentiate training and facilitating and characteristics of good trainers and facilitators.

Overview

To enable the facilitator to fully understand his / her role in the training-learning transaction, it is first necessary to understand the differences between 'training' and 'facilitating'. Furthermore, it is essential that the facilitator understand clearly what his or her responsibilities are in ensuring that participants in a training learn what is intended, and the limitations facing the facilitator when he or she enters the classroom.

Learning objectives

Facilitator will introduce the learning objective for this session.

Basic Concepts

NA

Learning Activities:

Experience and Reflection

Group discussion (45 minutes): divide participants in to 5 groups and inform that the first two groups will discuss on the first question, the third and forth group on the second question and the fifth group on the last question. As the questions for the group 1 & 2 as well as group 3 & 4 are the same, once groups have finished their discussion for 20 minutes, select only three groups to present their results and a gallery walk to other two group's presentation.

Group 1 and 2: what is the difference between training and facilitation?

Group 3 and 4: what are the characteristics of good trainer and facilitator?

Group 5: what is parking lot and why we need a parking lot?

Generalization (20 minutes)

Facilitator will present Slide 11 on differences between training and facilitating, characteristics of good trainer and facilitator, Parking Lot, and on tips about non-verbal communication during training and facilitation.

Tell participants:

Training *is a subject based transfer of skills and/or knowledge.*

Facilitation uses different techniques to expedite dynamic discussions that allow participants to solve problems and make decisions easily.

<u>Application (10 minutes)</u>

Ask participants: what did you learn from this session? How will you apply this learning in future training program delivery?

DAY 3

Unit Number	FIVE
Session number and Title	5.2 IMPLEMENTING TRAINING PROGRAMS: CONSIDERATIONS BEFORE AND DURING TRAINING DELIVERY
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	9:00 (90 minutes)
Learning objectives	Participants will be able to: • identify factors/tasks to be considered before and during delivery of any training event. • apply facilitation skills of questioning, paraphrasing, relaying and summarizing.

Overview

This session is designed to help facilitators and trainers prepare themselves to deliver the training modules. This preparatory work will help trainers elaborate and clarify points raised within the training and generally enhance trainers' confidence and competence to deliver the training.

Allow sufficient preparation time before delivering the course to familiarize yourself with the training module by reading the module plans, corresponding presentations and handouts. Ensure that your knowledge is up to date by familiarizing yourselves with the accompanying resources and guidelines, and recommended reading. This session will provide details on factors to be considered before and during delivery of any training program.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

NA

Learning Activities:

<u>Experience and Reflection</u>

Group discussion (30 minutes): divide participants in to 4 equal groups and let they discuss and present on the following questions.

Group 1: what are the factors to be considered in preparation to a training event?

Group 2: what is the ideal group size for a participatory training? If you have more than 40 participants in one classroom, what strategies, room set up and methods you apply to make the training participatory?

Group 3: Before the beginning of any training, and at the beginning of every training day, what tasks should be carried out?

Group 4: what factors trainers need to think about when delivering a training?

Generalization (20 minutes)

Facilitator presents Slide 12 on factors to be considered before training, on room set up and ideal group size, on opening and establish collaborative environment, on factors trainers need to think about when delivering a training: time management, flexibility, use of gender sensitive energizers, managing flip charts, use of questions, and managing variety of participants.

Application

Pyramid Discussions (40 minutes): Tell participants that we are going to practice the facilitator skills of questioning, paraphrasing, relaying and summarizing.

Divide the entire group into pairs and ask them to spread themselves out over the entire training room. Tell participants that they are to work with a partner this first round and discuss their responses to a question. That question is:

What are the main obstacles to learning for adult learners?

Participants should discuss each other's response then join with another pair to continue the discussion. Listen to the responses of all group members and discuss similarities and differences.

Participants will then join together with another group so that you now have 8 group members and continue the discussion.

Join together one more time so that there are 16 group members and continue the discussion. When the discussion is completed debrief the experience.

- What challenges did participants face?
- How did they feel using the skills in a real setting?
- Will they be able to apply the skills in their own group discussions?

Unit Number	SIX
Session number and Title	6.1 MONITORING AND EVALUATING TRAINING PROGRAMS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	10:50 (100 minutes)
Learning objectives	Participants will be able to: • design appropriate monitoring tools and evaluation techniques for measuring training effectiveness.

Overview

Once a training program is completed, participants returned to their jobs with a feeling of accomplishment and confidence, eager to apply their newly learned knowledge and skills. But your job is not yet completed. There are many stakeholders who will want to know how things went. The organization financing the training will want to know if the training has been successful in developing the necessary knowledge and skills and if participants have applied what they learned to the job. Supervisors will have similar questions. Senior management will have questions not only concerning the effectiveness of the training but also about the impact that training has had on the mission and goals of the organization.

Monitoring increases training effectiveness. The more consistent the monitoring, the more meaningful the information will be. Monitoring training allows you to reconcile what was planned for training and what was achieved.

The main goal of training evaluation is to increase learning by assessing the value of the learning experience to the target audience, facilitators, and other key stakeholders. This session talks about the "Evaluation" stage of the ADDIE model.

Learning objectives

Facilitator will introduce the learning objective for this session.

Basic Concepts

Monitoring training will allow you to maintain control of the training process and ensure a proactive adaptive response.

Training Evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of training and development of programs in achieving expected results.

Learning Activities:

Experience (5 minutes)

Think-pair-share exercise: On flip chart/PowerPoint slide the facilitator displays the questions:

- What is the difference between monitoring and evaluating training programs? When should monitoring and evaluation be done?
- How can we monitor training programs?
- Does your organization have a Monitoring and Evaluation plan for training programs? If so, did you develop a set of output, outcome and impact indicators at the start of the plan/project?
- Why is important to have output, outcome and impact indicators done at the start of the plan/project?

Instruction: First with their sitting arrangement, split participants in to four equal parts. The first part of the group will answer the first question, the second group on the second question, the third group on the third question, and the fourth group on the last question.

Procedure: First each group discuss their question in pairs. In the pair they have to be instructed to:

- Share your definition with your colleague. Refine.
- Then, share your definition with the whole group.

Reflection (5 minutes)

Allow 5 minutes for each part of the group to reflect their answers. Collect participant responses on flip chart.

Generalization (15 minutes)

Facilitator presents Slide 13 on differences between monitoring and evaluating training programs, on overview of the TQA checklist as monitoring tool, and on the Kirkpatrick's 4-levels of training evaluation.

Tell participants that:

The four levels of evaluation consist of:

- **Level 1: Reaction -** How well did the learners like the learning process?
- **Level 2: Learning -** What did they learn? (the extent to which the learners gain knowledge and skills)
- **Level 3: Behavior/Performance -** What changes in job performance resulted from the learning process? (capability to perform the newly learned skills while on the job)
- **Level 4: Results (Outcomes or Impacts) -** What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?

Give enough emphasis on the importance of training report helpful event to inform supervisors, and as a way of documenting the event, and articulate next steps.

Application (75 minutes)

Divide participants in to 4 groups. Each group will apply the knowledge of 4 levels of evaluation and present their results on flip chart.

Group 1: Develop a POST-COURSE REACTION QUESTIONNAIRE to seek participant feedback regarding:

- Course Content
- Facilitator Performance
- Course Materials
- Venue and Refreshments

Group 2: Develop a five-item knowledge pre- and post-test using at least two types of questions to measure learning.

Group 3: What factors (individual, training design and organizational) do you think will affect the transfer of skills, knowledge and attitudes back to the workplace after training?

Group 4: What transfer strategies can be used:

  - Before training?
  - During training?
  - After training?

Allow 55 minutes for discussion and 20 minutes for presentation. Conclude this session by debriefing questions.

Unit Number	SEVEN
Session number and Title	7.1 JOB-EMBEDDED/FOLLOW UP SUPPORT: Basics of JES
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation
Start Time/Duration	2:00 (60 minutes)
Learning objectives	Participants will be able to: • Identify appropriate JES techniques for AGP context; • Differentiate benefits of JES techniques to individuals and their organizations.

Overview

Differing from training that usually occurs outside of the workplace and may not be directly connected to the job, job-embedded support (JES) is development in which the majority of staff learning takes place in the workplace. It is professional development situated in the workplace that is always about the current work, in this case, the work of effectively implementing capacity development activities.

In JES, staff primarily draws from the professional knowledge that exists in their own workplace and among their colleagues. JES techniques include mentoring; coaching; after action review; refreshers; communities of practice (CoP); joint supportive supervision, peer observation, etc.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

Think-pair-share exercise (10 minutes):
Before you start presenting definition of some basic concepts, start with think-pair-share exercise by asking: what is meant by job-embedded-support? What follow up and support strategies you are experienced in? what are the benefits of JES techniques to staff? to organizations?

Job-Embedded Support (JES): refers to staff learning that is grounded in day-to-day practice and is designed to enhance staff's competencies - "learning that occurs as staff engage in their daily work activities".

Coaching: A process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future…Coaching is unlocking people's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Mentoring: a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentoring is more than 'giving advice', or passing on what your experience was in a particular area or situation.

C**ommunities of Practice** is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

An After-Action Review (AAR): is a simple process used by a team to capture the lessons learned from past successes and failures, with the goal of improving future performance. It is an opportunity for a team to reflect on a project, activity, event or task (such as joint JES mission, joint M & E mission, joint planning support mission, joint supportive supervision mission, etc.) so that they can do better the next time.

Refresher training: is a short training aimed at recall and reinforcement of previously acquired knowledge and skills. Refresher training allows the individual to revisit some aspect of former training and be exposed to new methods or technology that enhance his or her ability to perform.

Learning Activities:

Experience and Reflection (35 minutes)

Three separate role plays are developed (one on traditional supervision, the second on mentoring and the third on coaching) and select players among participants for the three roles, give orientation to them 1 day before for enough preparation.

In this session role players will first play the traditional supervision role and debriefing questions follow, then mentoring role play with debriefing follows, and finally the coaching role play followed with debriefing will presented.

Generalization (15 minutes)

Facilitator will present on benefits of JES using **Slides 14** and ask participants what they learned from this session.

Application

NA

Unit Number	SEVEN
Session number and Title	7.2 JOB-EMBEDDED/FOLLOW UP SUPPORT: Active Listening Skills
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation; Video on active listening skills
Start Time/Duration	3:00 (75 minutes)
Learning objectives	Participants will be able to: • Apply active listening skills with peers.

Overview

Differing from training that usually occurs outside of the workplace and may not be directly connected to the job, job-embedded support (JES) is development in which the majority of staff learning takes place in the workplace. It is professional development situated in the workplace that is always about the current work, in this case, the work of effectively implementing capacity development activities.

In JES, staff primarily draws from the professional knowledge that exists in their own workplace and among their colleagues. JES techniques include mentoring; coaching; after action review; refreshers; communities of practice (CoP); joint supportive supervision, peer observation, etc.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

NA

Learning Activities:

<u>Experience and Reflection (30 minutes)</u>

Facilitator brainstorms on the following questions: what skills do you think are necessary for providing mentor coaching? What does it mean by active listening?

Facilitator/Co-facilitator collects responses on flipchart.

<u>Generalization (10 minutes)</u>

Facilitator will present on mentor-coaching skills using **slide 15**. Display video on active listening skills and ask participants what they learned from the video.

<u>Application (60 minutes)</u>

Active Listening Exercise

Instruction: Break participants into pairs. One person is the listener/coach and the other person is speaker/coachee. Ask the participants to sit in chairs, knees aligned, facing each other (position A). The speaker will tell a story about for 2-3 minutes and the listener will actively listen (and do nothing else). After 2-3 minutes, participants will pull their chairs forward so the chair backs are aligned (and they cannot see each other) (position B). The facilitator will ask the coach/listener to describe the following questions (three of the five question):

1. Describe the shirt the speaker was wearing?
2. What color are the speaker's slacks or skirt?
3. Is the speaker wearing eye glass?
4. Describe the body position.
5. Describe their hair or scarf.

How did you do listener? What level were you listening – 1,2 or 3?
Now, move chairs back to position A. Switch roles. The new speaker tells a story for 2-3 minutes. The listener actively listens (and does nothing else). Move chairs to position B. The facilitator will ask the listener:

1. Describe the tone of the speaker's voice?
2. What information could you pick up from his/her body language?
3. What was the speaker *not saying*?
5. What emotions was the speaker feeling when s/he was telling the story?

How did you do listener? Where you listening in Level 3? Why/why not?

Note: Coaches need to be at level 2 and 3 listening to be effective.

Debriefing on listening skills (5 minutes)

Ask participants: How did this exercise make you feel? What did you find out about your listening style? What specific steps are you going to take to listen more on level 2 and 3? When and how are you going to implement them?

DAY 4

Unit Number	SEVEN
Session number and Title	7.3 JOB-EMBEDDED/FOLLOW UP SUPPORT: QUESTIONING SKILLs; PROVIDING FEEDBACK; GROW MODEL
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation, role play exercises, printed open ended questions
Start Time/Duration	9:00 (120 minutes)
Learning objectives	Participants will be able to: • Apply coaching and/or mentoring skills with peers Identify other appropriate JES techniques for AGP context.

Overview

Differing from training that usually occurs outside of the workplace and may not be directly connected to the job, job-embedded support (JES) is development in which the majority of staff learning takes place in the workplace. It is professional development situated in the workplace that is always about the current work, in this case, the work of effectively implementing capacity development activities.

In JES, staff primarily draws from the professional knowledge that exists in their own workplace and among their colleagues. JES techniques include mentoring; coaching; after action review; refreshers; communities of practice (CoP); joint supportive supervision, peer observation, etc. The GROW model is a tool helping JES providers framing their mentor-coaching conversation.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

NA

Learning Activities:

Experience and Reflection (30 minutes)

In this session two consecutive role plays with debriefing will be presented to deepen participants' learning about Mentor-coaching skills of questioning and providing feedback.

Role play exercise 1: Demonstrate results of low-level questions (10 minutes)
Two participants will be informed to prepare themselves for the actual role play which depicts how managers can ask poor and closed-ended questions.

The role will be printed for role players.

Debrief on the role play (5 minutes):

- What did you observe about this situation?
- Did the Supervisor found what challenges the Woreda focal person is facing?
- Did he explore what support could be provided?

- Does he know if the plan will be according to his expectations?

Facilitator also distributes printed copies of lower level questions and ask participants to covert them in to higher level questions.

Role play exercise 2: providing constructive feedback (10 minutes)

Select two participants to play roles as coach and coachee for the following role. When the role players play their roles, other participants observe and give their feedback on the conversation.

The roleplay will be printed for role players.

Debrief on the role play (5 minutes):
How do you find the exercise? What do you notice how the coach is gradually constructing a picture of the situation that the coachee finds it easy to accept? Does the coach used potentially sensational words that might cause the coachee to be uncomfortable or defensive? What do you learn from this exercise?

<u>Generalization (15 minutes)</u>

Facilitator will present on questioning and providing feedback skills and about GROW model using **Slide 16**.

<u>Application (75 minutes)</u>

Practical Mentor-Coaching Exercise using the GROW Model
The purpose of this exercise is to enable participants apply the foundational mentor-coaching principles and skills following the GROW model. Facilitator divides the participants into triads. You will work in triads (groups of three). One person will be the coach, one person will be the colleague, and one person will be the observer. They are given 15 minutes to carry out session and then they will switch their roles. Ask the participants to form triads by selecting people which they haven't worked before/don't know very well.

Instructions:

Once the triads are formed the first coachee thinks of AGP related challenge - an area they are having difficulty with and want to improve. Then the coach is coaching her/him using the GROW worksheet for 10 minutes. After the 10 min the observer gives a feedback about coaching experience. The observer focuses on the different level of listing, asking powerful questions, giving feedback and overall behavior of the coach during the coaching practice. The observer answers the following questions - what worked? What didn't work? What questions the coach asked? Where he/she can improve in the future? The main direction of the feedback should be regarding the questions and the levels of listening.

Now, as coaches, think about practicing the four skills:

- Level I, II and III listening
- Asking powerful questions
- Providing meaningful feedback, acknowledging
- Setting goal

- Building trustful and respectful relationship
- Holding the individual accountable

Debriefing on coaching practice (10 minutes):

- *What was that experience? What did that feel like? What the coaches did well? What worked well?*
- *What did you learn about coaching? What did you learn about yourself?*
- *How can you apply GROW model in your work?*

Unit Number	SEVEN
Session number and Title	7.4 JOB-EMBEDDED/FOLLOW UP SUPPORT: OTHER JES TECHNIQUES; USE OF ICT; FARMER EXCHANGE VISITS
Materials Required	Flip chart paper, stand, markers, scotch paper, PowerPoint presentation, video on supportive supervision
Start Time/Duration	11:20 (160 minutes)
Learning objectives	Participants will be able to: • Identify other techniques for AGP context; • Describe importance of ICT for training and JES. • Describe specific procedures for conducting farmers exchange visits.

Overview

Differing from training that usually occurs outside of the workplace and may not be directly connected to the job, job-embedded support (JES) is development in which the majority of staff learning takes place in the workplace. It is professional development situated in the workplace that is always about the current work, in this case, the work of effectively implementing capacity development activities.

In JES, staff primarily draws from the professional knowledge that exists in their own workplace and among their colleagues. JES techniques include mentoring; coaching; after action review; refreshers; communities of practice (CoP); joint supportive supervision, peer observation, etc. ICTs and farmer exchange visits also help to enhance learning and provide on the job support.

Learning objectives

Facilitator will introduce the learning objectives for this session.

Basic Concepts

NA

Learning Activities:

Experience and Reflection (70 minutes)

Small group exercise: Divide participants in to five groups. Each group will discuss on the following questions and present back using flip chart.

Group 1: What do we mean by communities of Practice? Why we need communities of practice?

Group 2: What do we mean by After Action Review (AAR)? When and how AAR is conducted?

Group 3: What do we mean by Joint/Integrated Supportive supervision? How it is different from the traditional supervision approach? How is your experience with Joint/Integrated Supportive supervision?

Group 4: What are ICTs? Why we need ICTs in Agriculture? What ICT solutions are in place in your locality? What challenges you faced in using ICTs for extension and advisory services?

Group 5: What is mean by farmer exchange visit? Why we need farmer exchange visits? How could farmer exchange visits be conducted (step by step approaches)?

Generalization (40 minutes)

Facilitator will present on after action review; refreshers; communities of practice (CoP); joint supportive supervision, use of ICTs and farmer exchange visits using **Slides 17**. Display also a video on Supervision and discuss the main approaches to supportive supervision included in the video.

Finally conclude this session by debriefing.

Application (20 minutes)

Ask participants: How will you apply after action review; refreshers; communities of practice (CoP); joint supportive supervision back at your workplace? How will you use of ICTs and farmer exchange visits to deepen knowledge gained through classroom training?

APPENDIX: SAMPLE TRAINING EVALUATION

We request your assistance in evaluating this capacity development event. As part of this evaluation, please provide us with information about your experience. The data compiled will be used to improve future capacity development events and facilitation processes. Our staff will be monitoring the overall effectiveness of capacity development events.

Participant: Mobile Number		
Gender:	Male ☐	Female ☐
Activity Code and Name		
Start date		
End date		
Training location		
Region (where you come from)		

Please rate your level of agreement as per the rating scale below (Likert).

The estimated time to complete this questionnaire is 20 minutes.

Section A: Relevance (R) and Applicability (A) of the CD Event to Participant Learning Needs. Effectiveness (E) of the Training Methodology

Please use the rating scale (1 to 5) to rate your level of agreement about each statement.

1= Not at all 2= Somewhat relevant 3= Relevant & Applicable

4 = Very relevant & Applicable 5= Most relevant & Applicable

Relevance and Applicability of this Event to My Work Effectiveness of the Training Methodology	**Rate**				
	1	2	3	4	5
A.1 The content of the training is relevant to my work. (R) የስልጠናው ይዘት ከተጨባጭ ስራዬ ጋር ቀጥተኛ ግንኙነት ያለው መሆኑን ተገንዝቤያለሁ					
A.2 I will apply what I learned in this training to my work. (A) ከስልጠናው የተማርኩትን በተግባር ስራዬ ላይ ማዋል እችላለሁ					
A.3 The handout materials will be a good reference at my work. (E) የስልጠናውን ደጋፊ ማቴሪያሎች በስራላይ እንደማጣቀሻ መሳሪያነት እጠቀምባቸዋለሁ					
A.4 The training process (participatory, learner-centred, experiential) helped me to better understand the content. (E) የስልጠናው (አሳታፊ፣ አስተማሪ፣ በተሞክሮ የዳበረ) ሂደት ይዘቱን ይበልጥ እንድገነዘብ ረድቶኛል					
A.5 I would recommend this training to my colleagues. (E) ይህን ስልጠና የስራባልደረቦቼም ቢያገኙ ስል እመክራለሁ					

A.6 What aspects of the training did you like best. Why?
የወደዱት የስልጠናው አሠጣጥ ዘዴ የትኛው ነው? ለምን?

A.7 What aspects of the training did you NOT like. Why?
ያልወደዱት የስልጠናው አሠጣጥ ዘዴ የትኛው ነው? ለምን?

A.8 What suggestions do you have for improving this training next time?
በሚቀጥለው ጊዜ ስልጠናውን ከአሁኑየተሻለ ለማድረግ የሚያስችል ምን አስተያየት አለዎት
Section B: Facilitation Skill Effectiveness

Please use the rating scale (1 to 5) to rate your level of agreement about each statement.

1= Do not agree 2= Agree to some extent 3= Agree 4 = Highly agree 5= Strongly agree

Delivery of Capacity Development	Rate				
	1	2	3	4	5
B.1 Course objectives were explained to us at the outset					
B.2 An agenda was provided that described what would be learned and how.					
B.3 There was enough time for discussion. ለውይይት በቂ ጊዜ ነበር					
B.4 Everyone, including me, was able to participate freely. እኔን ጨምሮ ሁሉም ተሳታፊዎች በነፃነት የመሳተፍ እድልነበራቸው					
B.5 The learning process was guided in a logical way to meet our learning objectives. የስልጠናው ሂደት ምክንያታዊ በሆነና የታለመለትን ግብ መምታት በሚያስችል መልኩ መመራቱን ለማስተዋል ችያለሁ					
B.6 Questions were answered with helpful real-life examples. የተጠየቁ ጥያቄዎች አግባብ ባላቸው ምሳሌዎች በማስደገፍ ተመልሰዋል					
B.6 Varied learning methods were used to keep the sessions interesting. በፓወርፖይንት የቀረቡ የስልጠና ማቴርያሎች አቀራረብ በስልጠናው ክፍለግዜዎች ሁሉ የሰልጣኞችን ፍላጎት ያነቃቁ ነበሩ					
B.8 Time was managed effectively so that all agenda items were covered					
B.9 The facilitator was friendly and approachable at all times					

B.10 The training venue provided an appropriate and comfortable learning environment. የአዳራሹና ሌሎች መስተንግዶዎች ሁኔታ ለሰልጣኞች ተስማሚና ምቹ ነበሩ					

B.7 What steps could be taken by the facilitator(s) to improve this session for you?

B.8 Overall, please rate the quality of this training event.

1 2 3 4 5 6 7 8 9 10
Poor Average Good Superior

B.9 What could we do next time to make this event better?
ስልጠናው በሚቀጥለው ጊዜ የተሻለ እንዲሆን አዘጋጆቹ ምን ማድረግ አለባቸው?