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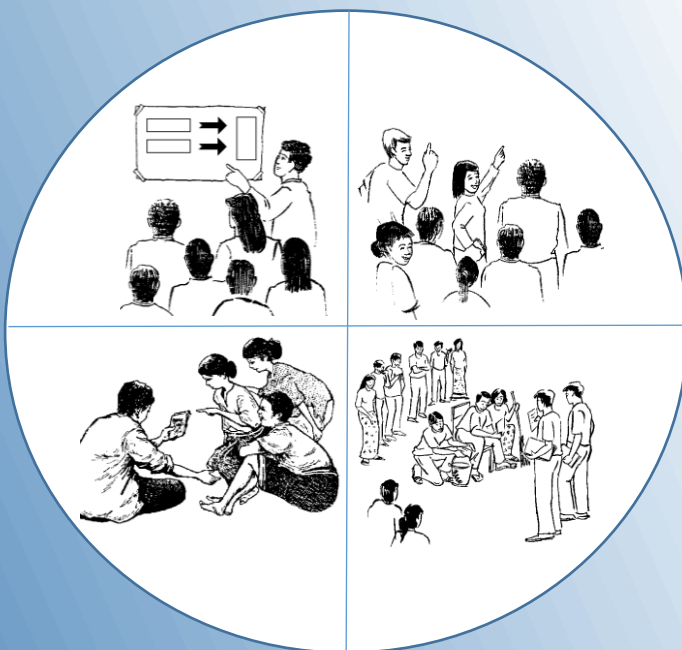**COMMUNITY BASED
SUSTAINABLE FOREST MANAGEMENT
FOR WATER RESOURCE CONSERVATION**

TRAINING OF TRAINERS MANUAL

Communication and Facilitation skills
cum
Reflection on FPIC procedures

Training duration: 2 days

Target group: (DPMU, NGOs, CSOs)

Version: 26.01.2023

GFA Consulting Group

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Abbreviations

CDLO	Community Development Livelihood Officer
CF	Community Forestry
COSFOM	Community Based Sustainable Forest Management for Water Resource Conservation
CSO	Civil Society Organisation
DPMU	District Project Management Unit
EPA	Entry Point Activity
FMP	Forest Management Plan
FPIC	Free Prior Informed Consent
LIP	Livelihood Improvement Plan
NGO	Non-Governmental Organization
ToT	Training of Trainers
VMP	Village Micro Plan
WRCC	Water Resources Conservation Committee
WRCG	Water Resources Conservation Group

Training Objectives

The Training manual is designed for a 2 days Training of Trainer (ToT) course covering two main topics (i) trainer competencies and (ii) reflection of FPIC procedures under COSFOM Project.

At the end of the ToT course, it is expected that participants will have enhanced their communication and training skills. Whilst it is not expected that all staff can become skilled trainers over a short period with this ToT training course, the training sessions will enable them to improve their training skills in a variety of ways and there will be noticeable changes.

This will lead to more effective training contributing to the objectives of the COSFOM project and, importantly, to a better and more enjoyable training experience for both the participants and the trainer.

Structure of this training manual

This training manual is structured along a **training agenda** which details time requirements, process and expected outcomes.

For each of the training topics a detailed **session plan** is prepared to provide step by step guidance for the trainer including prepared formats for posters and several handouts for participants.

A number of sessions have some trainer's notes which are designed to assist the trainer in preparing and conducting each session by providing some reminders and points to note.

The intention of the session plan structure is to provide a flexible approach which can be adopted in accordance with the real needs and contents of the specific implementation area, assignment or field of work. This means that sometimes sessions could be repeated, changed or connected with other steps.

Participants

The optimal number of participants should be around 15-20 participants only to ensure an active participation.

The training manual is designed for DPMU and NGOs/CSOs to enable them to independently facilitate WRCGs during the elaboration of COSFOM planning steps and to ensure that FPIC procedures are adhered to.

Participants should have been exposed to COSFOM technical guidelines and related training courses prior to this training and should have facilitated WRCGs in the field.

Use of the training manual

The trainer needs to become familiar with the methodology of each session before the start of the training and also needs to have an overview of the whole planning process.

This training forms an integrated part of the entire COSFOM and related ESMF approach as stipulated in related KfW and COSFOM guidelines. The user of this manual should therefore have been trained in these methodologies before implementing trainings as detailed in this document.

To conduct this training, a suitable training venue (training hall) is required. This requires sufficient space for the number of participants (up to 20 is recommended) seated around 3 or 4 small tables. A good training venue would have space to move around amongst the tables, good natural light, be free from external distractions and have sufficient wall space to enable completed posters to be displayed. Adequate supplies of training materials including A0 flipchart paper, marker pens in different colours, tape for fastening flipcharts and meta cards should be provided. It is useful to provide a folder to each participant to keep their A4 handouts in.

Finally, preparations should be made close to the training venue (inside the room if necessary) for refreshments and lunches to be served and for adequate supplies of drinking water to be available.

Training evaluation

Evaluation is an integral part of the training. There are two aspects of evaluation to consider during the training:

- **Evaluation of participants.** This should be an on-going process during the training and is done by giving feedback to participants as and when appropriate during the training sessions. Remember that feedback can be positive or negative (or both) and you should always start with some positive feedback or encouragement before being critical. Avoid any personal criticisms and try to involve all participants rather than you solely (as the trainer) passing judgements.

- **Evaluation by participants of the training.** This is important to enable the training content and delivery to be improved for future use. A standard evaluation form is provided during the last session for participants to complete. Make sure that everyone completes this before departing and assure participants that anything they write on this form is in confidence i.e. no names are included.

Participation

The training follows a participatory approach and is based on adult learning principles. Participation means that everyone is involved in all the activities and that lecturing is reduced to a minimum.

Handouts are numbered according to the session to which they refer e.g., **7.1**, **7.2**, **7.3** etc. all belong to **Session 7**. Unless suggested otherwise, handouts are usually given to participants at the end of the session rather than at the start. This avoids the possibility that participants spend time reading their handout rather than concentrating on the actual session.

Training agenda

Day 1	Duration	Time	Objectives	Day 2	Duration	Time	Objectives
Introduction & Expectations	20 min	8:30	°Introduce training program °Recall participants' experience of being a trainer	Daily reflection	15 min	8:30	°Recall main outputs from yesterday's sessions
Setting Group Norms	10 min	8:50	°Set of group norms agreed for training	Active listening	45 min	8:45	°Understand difference hearing vs. listening
Introduction to adult learning	45 min	9:00	°Learning approaches for adults understood	Questioning and Probing	60 min	9:30	°Can apply questioning and probing
Tea break	15 min	9:45			15 min	10:30	
Presentation skills	60 min	10:00	°Presentation skills enhanced	Grievance Redress Mechanism	60 min	10:45	°Recall COSFOM implementation, propose improvements
Reflection on FPIC principles	60 min	11:00	°Recall main FPIC principles and steps				
Participatory Decision-making	60 min	12:00	°Understand importance of participatory approaches	Facilitation techniques	45 min	11:45	°Understand different facilitation techniques
Lunch	60 min	13:00			60 min	12:30	
Organising Meetings	60 min	14:00	°Know how to organise effective meetings	Group dynamics	45 min	13:30	°Can handle group dynamics better
Reflection on COSFOM FPIC implementation	60 min	15:00	°Reflect on strength and weaknesses of FPIC implementation	Action plan for FPIC review with WRCGs	60 min	14:15	°Prepare action plan for review and improvement of FPIC process
Tea break	15 min	16:00			15 min	15:15	
Facilitation skills	30 min	16:15	°Introduction to facilitation	Daily feedback	20 min	15:30	°Receive feedback from participants
Daily feedback	20 min	16:45	°Receive feedback from participants	Training closure & Evaluation	45 min	15:50	°Review participants expectations

1.   Introduction & Expectations

OBJECTIVES

Participants …
- □ understand the topic of the training, how the training will be conducted i.e. the training schedule in the classroom/field, how long it will take and the logistical arrangements for the training
- □ trainer understands participants' level of experience and knowledge of being a trainer

OUTPUT
- □ Agreed group norms (attendance, start/finish time, breaks etc.)
- □ An A0 flipchart of participants' expectations

LOCATION
- □ Indoor

MATERIALS
- □ **Handout 1.1** 2-day training agenda
- □ A0 poster showing the 2-day training schedule
- □ Folders for keeping handouts (for each participant)
- □ A0 flipchart paper and pens

TIME
- □ 20 min

ORGANISER'S NOTES

Prepare enough copies of the ToT training schedule so that each participant has one to keep. Distribute these to the participants in their training folders. These folders will be used to store all the handouts given to participants during the training. The same schedule should also be displayed on an A0 flipchart paper during the training. Refer to this frequently so that participants always know what stage of the training they have reached.

Note that participants' introductions have been put towards the end of the introductory session so they will have a better idea of the meeting topic and can better provide their expectations.

STEPS

Welcome
(1) Welcome the participants to the training.

(2) Summarise objective of the training topic (Training of Trainers). Don't go into too much detail at this stage, but explain how important it is to delivery high quality training for villagers.

(3) Explain that this ToT will help participants to have more effective interactions with WRCGs during village meetings/trainings. Distribute **Handout 1.1** and the folders for keeping handouts to participants.

(4) Explain how long the training will take. Get participants agree on ground rules such as starting and finishing times for each day; arrangements for lunch and field work and any other rules which you feel might be necessary. Show an A0 poster of the training schedule for the 2 days and keep this on display during the training.

(5) Request participants to keep phones in silent mode during the training and to take calls outside the training room if necessary.

(6) Explain to participants that this will be a participatory type of training. This means that they all have to listen and contribute. There will also be practical sessions.

(7) Explain that there will be an evaluation after the training and that they will be evaluated during the course of the training (by the trainer).

Participants expectations

(8) After giving the overview and explanation for the training, you now need to see how much the participants have understood and whether they feel it is relevant to their situation. This is done by asking for participants' expectations.

(9) Ask each participant to speak briefly in turn. Each should give their name, their position, their experience and should explain what they expect to gain from this training based on what you have described.

(10) Also give your own expectations as trainer e.g., that everyone will participate; that everyone will work hard; and that people will ask if they don't understand any point. Overall hope is that participants will become better trainers.

(11) Ask participants to mention any specific problems they might have to conduct training for farmers.

(12) Use an A0 flipchart to list participants' expectations and problems.

(13) Keep this flipchart, you will need to refer back to it at the end of the training.

2.   Setting Group Norms

OBJECTIVES	Participants …
	▢ contributed and agreed on group norms during the course of the training

OUTPUT	▢ Agreed group norms (attendance, start/finish time, breaks etc.)
	▢ An A0 flipchart of participants' expectations

LOCATION	▢ Indoor

MATERIALS	▢ A0 Flipchart, markers

TIME	▢ 10 min

ORGANISER'S NOTES

A sense of ownership over the norms is crucial. If participants see them as rules forced upon them, the exercise will be counterproductive. Therefore, it is important that participants themselves formulate their own norms and reach a common agreement.

STEPS

Welcome

(1) Prepare in advance a flipchart with suggested norms (see suggestion at the end of this session). Explain that if we want to work together effectively we have to agree on some rules and norms.

(2) Show that you prepared already one draft and ask the group if they consider it as appropriate. Then ask the group for a couple of minutes to add some more they consider as important.

(3) Explain that we will refer back to these norms in order to remind each other and will adjust them if needed.

(4) Post the norms in a prominent place for all to see and refer to during the entire training.

(5) Point out that respecting the norms is everyone's responsibility.

Suggested group norms:

- ☑ Start and finish on schedule
- ☑ Any question is a good question
- ☑ Everyone should have the chance to participate
- ☑ We help each other to learn
- ☑ Share responsibilities for group task
- ☑ Everyone can ask questions at any time

3.   Introduction to Adult Learning

OBJECTIVES	Participants …
	□ understand how adults learn
	□ understand the most appropriate training approaches to use with adult villagers in the Indian context

OUTPUT	□ An A0 flipchart of showing scores for different training approaches
	□ List of preferred training approaches to be used

LOCATION	□ Indoor

MATERIALS	□ **Handout 3.1** Learning Approaches
	□ **Handout 3.2** Adult Learning
	□ A0 flipchart paper and pens

TIME	□ 45 min

ORGANISER'S NOTES

Prepare enough copies of the Learning Approach Handout so that each participant has one to complete. Participants don't need to put their names on the completed handout. Be available to for answering questions about the handout from participants while they are completing them.

Try to conclude that for adult training (with farmers) a mixture of training approaches should be used. The best approaches are those that involve 2-way communication (between trainer and farmer) and that involve the farmers in practical tasks. Point out that not all farmers are the same – e.g., literacy rates will vary. Thus, training should take this into account.

STEPS

Learning approaches

(1) Introduce the session by saying that before we can learn more about facilitation, we first need a better understanding of how we as adults actually learn things. We learn continuously throughout our lives from the moment we are born through to adulthood.

(2) This session will focus on the way adults learn, because all of us have to deal with adults. We will do this by reflecting upon and analysing some of our own learning experiences.

(3) Invite three volunteers to think back for a few minutes and select one event or experience in their adult life which they remember as a very good learning experience. If needed give an example of a learning experience like learning to ride bicycle or drive a car.

(4) After each volunteer has selected one event, ask them to share their experience by answering the following questions:

☑   What did you learn?

☑   How did you learn it?

☑   What was the situation in which you learned it?

☑   Why did you learn best from it?

(5) On a blank A0 flipchart list any points participants make relating to how adults learn. These might include:

a. From experiences
b. From other adults (neighbours, colleagues, friends etc.)

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   c. From doing (practical activities)
   d. Building on their existing knowledge
   e. Because they want to learn

(6) Introduce these summaries as main adult learning principles

(7) Emphasize again that adults learn best when the learning is directly related to their own real-life experiences and that they remember most what they discovered themselves.

(8) Distribute handout "Learning Approaches …".

(9) Ask each participant to select their top five Learning Approaches they would apply during a village training or meeting.

(10) Go through all 15 approaches and ask participants to raise their arm for the one they selected.

(11) Note down the total votes and identify the top 5 techniques.

(12) Continue by asking them to suggest ways that they can best create a suitable adult learning environment in a village situation e.g. what sort of preparations they should make and how they might create a relaxed and comfortable environment to facilitate adult learning. Note their points on an A0 flipchart paper.

(13) Ask participants some specific questions:

   ☑ What sort of approach is best for people who are not literate?

   ☑ What if there is a mixture of literate/illiterate people in the training group?

   ☑ What sort of training materials can be provided for farmers (as handouts)?

Conclusions   (14) Summarise the main points arising from this session

4.   Presentation Skills

OBJECTIVES	Participants …
	▢ understand the importance of presentation skills for training
	▢ understand about using different training tools
	▢ be able to prepare and deliver a visual presentation
OUTPUT	▢
LOCATION	▢ Indoor
MATERIALS	▢ PowerPoint presentation
	▢ **Handout 3.1** Tips on making visual presentations
	▢ A0 flipchart paper and pens
TIME	▢ 60 mins

ORGANISER'S NOTES

Topics given as options to participants can be changed to be suitable to the training context, i.e., they should describe a process or numerical or technical information or relationships between things (e.g., people or places).

The length of this session will depend on the number of participants. If there are too many participants it may not be possible for everyone to give their presentation. In any case – all the presentations should be displayed on the walls. However, if time permits all participants should get a chance to present their poster. Emphasise that their presentation should be 1 A0 paper only and that they should talk for 5 minutes. Technical accuracy is not the point – the purpose of the session is to emphasise presentation skills (written/visual and verbal)

This session may require careful time management. If not every participant can give their presentation – then try to make sure that all topics are covered (for interest) and at least make sure that all the posters are evaluated by the spot method afterwards. If time is limited you can reduce the time for presentations to be made to 2 minutes.

STEPS

Presentation by trainer using power-point

(1) Give the short PowerPoint presentation.

(2) After the presentation – ask participants if they have any questions.

(3) Start a discussion and if any important points are raised, write them down on a A0 flipchart paper.

(4) Distribute **Handout 4.1** to participants.

Explanation of practical exercise

(5) Explain that the next exercise will be a practical to be completed by a team of 2.

(6) Explain the timing of the exercise – give 20 minutes to prepare presentations.

(7) Ask participants to be ready with their flipcharts/posters on time.

(8) Distribute paper and pens to participants.

(9) List the topics for the presentations i.e.

      a. My family

      b. Life cycle of a butterfly

      c. Jhum cycle

      d. The greenhouse gas effect

(10) Ask participants to select one topic and to prepare an A0 poster. Emphasise that the session is not about factual correctness but is about their presentation skills and creativity.

(11) Emphasise that participants should work individually without conferring.

(12) Emphasise the 4 parts of a presentation:

      a. Introduction

      b. Presentation of topic

      c. Ask for questions

      d. Summary

Presentations by participants

(1) Ask each team to give their short (3 minute) presentations on the topic they have selected.

(2) Keep to time strictly – don't allow anyone to exceed 3 minutes. One person could keep time using a timer (on their phone).

(3) Invite questions from participants after each presentation. But keep these short and to the point.

(4) After having given their presentation ask the presenter to hang it in a place where it can be seen by other participants.

(5) Give positive feedback and comments and thank each presenter.

Evaluation of presentations

(6) Give every participant 10 sticky coloured spots. Explain that they will be using the spots to evaluate the quality of the presentations. This should include the quality of the poster as well as the actual presentation. Suggest they use **Handout 4.1** with tips for presenters to make sure they cover all points in a good presentation.

(7) Make sure everyone has the same number of coloured spots.

(8) Ask participants to move around the room looking at all the presentations and evaluating them.

(9) Ask them to stick coloured spots on each A0 poster depending on how good they think it is. They can put any number of spots on a poster (as they wish) but they cannot put any spots on their own poster.

(10) At the end of the exercise you should be able to see which posters scored highest by counting the total number of spots.

(11) Focus on the 3 highest scoring posters and ask the presenters of these to come to the front. Thank the presenters for their good work and ask other participants why they think these presenters scored well.

(12) As an option you may wish to give a small prize to the top 3 presenters.

(13) Summarise the main points and thank participants again for their work.

(14) Leave the posters hanging on the walls for the remainder of the training.

5.   Reflection on understanding of FPIC principles

OBJECTIVES	Participants …
	□ recall main objectives and overall steps in implementing FPIC □ understand the importance of FPIC as a continuous process

OUTPUT	□

LOCATION	□ Indoor

MATERIALS	□ A0 flipcharts, makers □ A0 Poster on FPIC principles □ **Handout 5.1** FPIC principles

TIME	□ 1 hour

ORGANISER'S NOTES

STEPS

Introduction
(1) Introduce the session by explaining that the project has already progressed in the field with many planning steps completed.

(2) Write the word FPIC on an A0 Flipchart

Discussion
(3) Brainstorm about what participants remember about the term and the use in their project work.

(4) Encourage a discussion on each of the terms **F**ree, **P**rior, **I**nformed, **C**onsent.

(5) Collect and write keywords on meta cards and stick them on the A0 Flipchart.

(6) Present the FPIC poster (Poster 1). Highlight the last sentence of the poster *"FPIC processes should be ongoing throughout the life of the project"*

(7) Ask why FPIC is important for our project. (keywords that should come up are "ownership", "trust", "sustainability", "team work", "inclusive management", "transparency", "fairness", "benefit sharing"…

(8) Ask for techniques that could help to achieves these objectives within the WRCGs. (e.g., plenary discussions, gender-disaggregated meetings, notice and comments, repeated feedback loops…)

(9) Conclude that FPIC is not a one-time process but has to be continuously maintained and improved. In a complex Project like COSFOM we cannot expect beneficiaries to understand all details on day 1. Therefore, continuous efforts are to be made by project staff to constantly improve their understanding and repeatedly check on their consent to participate.

(10) Distribute **Handout 5.1**.

Self-assessment
(11) Invite participants to brainstorm on their current FPIC achievements in their WRCGs so far. Draw a success thermometer on an A0 Flipchart showing the FPIC quality in their WRCG from "hot" to "cold".

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(12) Emphasise that this is not a test and that we should be open and critical when reflecting on our own achievements.

(13) Each NGO / DPMU can make their own evaluation with different results to be shown on the A0 Flipchart.

Wrap-up   (14) Wrap-up the session by referring back to the training agenda and highlight that we will spend more time reflecting on this topic later.

6.   Participatory Decision-Making

OBJECTIVES	Participants …
	□ can explain the diamond model of participatory decision-making
	□ can explain why facilitators need to understand these dynamics

OUTPUT	□ Poster and prepared pictures
	□ Role play handout

LOCATION	□ Indoor

MATERIALS	□ Poster and prepared pictures
	□ Copied handout, role play handout A0 poster showing the 2-day training schedule

TIME	□ 45 min

ORGANISER'S NOTES

STEPS

Welcome

(1)   Introduce the session by telling participants that we will now look at the process of how decisions are made in a participatory way.

(2)   Explain that we will start this session with a role play they have to observe carefully.

(3)   Facilitators play "Participatory Decision-making" for 10 minutes.

(4)   After the role play, help participants to reflect by asking questions such as:

☑   What happened? What happened next?

☑   How many different ideas did they discuss in the group? Was there any disagreement and, if so, how was this solved?

☑   How was the decision made? Whose decision was it? How did the group come to an agreement?

☑   How does this role play relate to decision-making in your reality?

(5)   Based on the reflection of the role play, explain that participatory decision-making processes are quite complicated, and rarely straightforward.

(6)   Draw the diamond flipchart on a A0 Flipchart and explain the different areas of the diamond. Make the diamond come alive by referring back to the different scenes during the role play.

(7)   Highlight that a good facilitator is only asking guiding questions instead f telling participants what to do.

(8)   Put up the poster Instructor vs Facilitator and invite one participants to explain the main content.

Wrap--up

(9)   Thank the volunteer and wrap-up highlighting that we want our WRCGs to become independent to be able to sustain project investment in the long run.

ROLE PLAY PARTICIPATORY DECISION-MAKING

Instructions

Three persons (preferably trainers not participants) have to prepare a role-play of about 10 minutes.

You will play a group of three people deciding what dishes to order in the restaurant.

One of your group members is vegetarian and one person don't like noodles.

At the beginning everybody suggests a large number of dishes and soon people start arguing about each other's selection.

After a certain time of arguing without reaching a solution people start searching for a compromise that everybody can agree to. Step by step they can agree on a small selection of dishes that everybody likes.

Some suggested solutions:

- ☑   Taking tofu and eggs instead of meat
- ☑   Ordering bread and rice instead of noodles
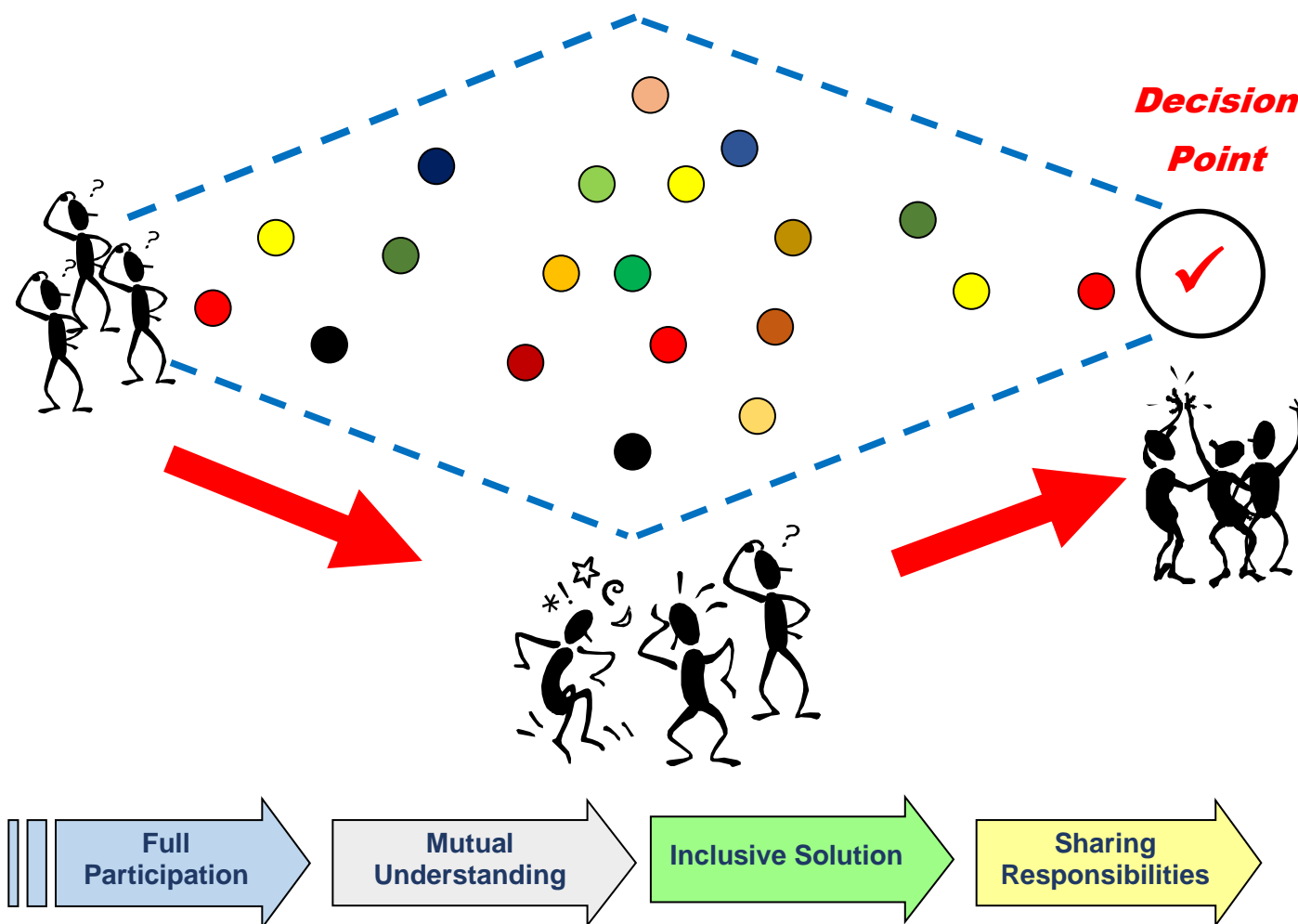- ☑   Ordering some fish for the person who wanted to eat meat

Trainer notes

Emphasize the participatory way on how the three decided what dishes to take and what dishes to cancel by asking everybody and suggesting a compromise that all can agree to.

Good Luck!

The Diamond of Participatory Decision-Making Process

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7.   Organising Meetings

OBJECTIVES	Participants …
	□ understand how to plan and organise a village meeting
	□ understand how to prepare a meeting agenda

OUTPUT	□ A0 flipchart (or several flipcharts) showing the agenda for a village meeting

LOCATION	□ Indoor

MATERIALS	□ A0 flipcharts, markers, Rulers
	□ **Handouts 7.1, 7.2, 7.3**

TIME	□ 1 hr

ORGANISER'S NOTES

The number of groups used in the session depends on the number of participants. Aim to have about 5 participants per group. It is easiest to divide participants into groups at random. Get participants to number themselves in sequence i.e. 1, 2, 3 etc. until they reach the required number of groups. All those who counted number 1 are in group 1 all those who counted 2 are in group 2 etc.

Make sure that each group is clear about their task and that they all have the full set of materials needed for the exercise.

Remind participants about the previous session – working in groups. Each group should decide on the different role required for the group.

During the group work, move around the groups and see how they are working. List any points that you observe.

STEPS

Introduction	(1)	Introduce the session by explaining that organising effective village meetings will be one of their key tasks in the COSFOM project.
Effective meetings	(2)	Put up a A0 Flipchart and write the headings "effective" and "ineffective" on the top.
	(3)	Invite participants to share their experience on why some meetings where effective while others where not.
	(4)	Collect points on the A0 flipchart.
	(5)	Once completed refer to the **Handout 7.2**
Develop a meeting agenda	(6)	Explain that they now have to organise and plan a village meeting.
	(7)	Introduce the idea of a meeting agenda and explain the main topics.
	(8)	Divide participants into 3 groups and explain that each group should prepare a village meeting agenda. Allow 20 min to complete the task. If there are too many participants you may form 4 groups and think of another village-related topic for them to prepare a meeting.
	(9)	Ask each group to write down their meeting agenda on an A0 Flipchart paper – and use **Handout 7.3** to help them.
	(10)	Give each group a topic for a meeting:

a. The village school has been damaged by heavy rainfall and floods. A meeting is needed to work out what can be done.

b. There are problems with free grazing of cattle inside young forestry plantations in the village. A meeting is needed to decide on what actions to take.

c. A new road is to be constructed to the village. A meeting is needed to decide what route it will take and how landowners will be compensated for loss of land.

(11) Distribute the **Handouts 7.1**, **7.2, 7.3** and Ask participants to take some time to read through these first.

(12) For each group, ask who will be group leader, recorder etc.

Group Presentations

(13) After 20 minutes ask all the groups to stop working.

(14) Ask each group to present their village meeting agenda to the whole group.

(15) Ask those people who are not members of the presenting group to act as if they were farmers and try to think of questions that. Questions can include things like "I don't understand what is meant by …" or "I don't agree about …"

(16) If participants don't ask any questions, then start them off by asking or making a point yourself – as if you were a farmer.

(17) Ask the presenters to respond to these questions appropriately.

(18) After each presentation – thank the presenter and give any feedback on the presentation. Point out any parts of the preparation they may have missed.

Wrap-up

(19) Explain that in this session they have been doing 2 things. (i) learning about planning a meeting and preparing a meeting agenda for a village situation, and (ii) working in small groups.

(20) Based on what you observed during the group work explain to participants the positive and negative points about their small group work.

8.   Reflection on COSFOM FPIC Implementation

OBJECTIVES	Participants …
	□ review their own FPIC implementation strength and shortcomings

OUTPUT	□

LOCATION	□ Indoor

MATERIALS	□ A0 flipchart paper and pens

TIME	□ 1 hr

ORGANISER'S NOTES

STEPS

Introduction

(1)   Introduce the session by explaining that after a theoretical introduction in session 5, we now want to see how we apply FPIC in reality in the COSFOM project.

Brainstorm on main steps

(2)   Ask participants where they can search for detailed information on how to implement FPIC. Show the Project guideline and ask who has received a copy of it already.

(3)   Brainstorm on how many FPIC steps they do remember (8 steps in total as below).

FPIC (1): COSFOM information and initial consultation to engage

FPIC (2): WRCG formation and MoU for participation

FPIC (3): Entry point activities (EPA)

FPIC (4): Livelihood Improvement Plan (LIP)

FPIC (5): Forest Management Plan (FMP)

FPIC (6): Stream Conservation and Restoration

FPIC (7): Watershed, soil and moisture conservation

FPIC (8): Village Micro Plan (VMP)

(4)   Collect information on meta cards and place them on the A0 Flipchart.

Challenges and Solutions

(5)   Ask which steps we have already conducted.

(6)   Refer back to the poster with the "success thermometer" in session 5. Invite participants to brainstorm what challenges they have encountered when applying FPIC in the reality. Challenges can be anything like reporting, lack of interest by villagers, lack of training, insufficient time etc.

(7)   Collect key points on meta cards and collect them on the left side of an A0 flipchart under the heading "Challenges". Once completed right the heading "Solutions" on the right side and invite participants to come up with potential solutions to overcome the mentioned challenges.

(8)   Highlight the simple concept of a diary to document the overall process of FPIC implementation, Emphasise that no compulsory format is

required for this. Ensure that signatures from both sides (NGO and WRCC) will always be documented for the recorded events.

Wrap-up

(9) Conclude that we still have to do a lot of improvements to ensure a sound FPIC result among all WRCGs by referring back to the challenges.

(10) Highlight that we will come back to this later and try to make a detailed action plan on how to reach this goal in your respective WRCGs.

(11) Keep the poster on the wall for the remaining time of the training.
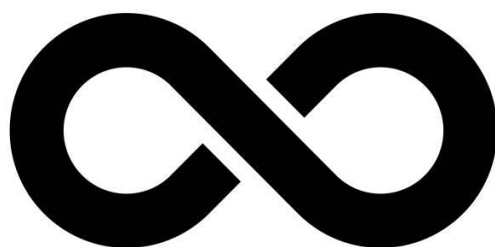
9.   Facilitation Skills

OBJECTIVES	Participants …
	□ are introduced to facilitation skills and their use
	□ understand the difference between instructor centred and participant cantered approaches
OUTPUT	□
LOCATION	□ Indoor
MATERIALS	□ A0 flipchart paper and pens
	□ **Handout 9.1** What is facilitation?, **Handout 9.2** Facilitation skills
	□ Meta cards
TIME	□ 30 mins

ORGANISER'S NOTES

The session is intended as preparation for the following session plans only and does not require to go into too many details.

STEPS

Introduction to facilitation skills

(1) Explain to participants that when we talk of participatory training for adults, we often refer to a facilitator rather than a trainer.

(2) Explain that:

☑   An instructor transfers technical skills and knowledge to participants

☑   A facilitator supports participants to come up with ideas and answers themselves – based on their own experiences.

(3) Give each participant 2 meta cards. Ask them to write on each meta card an important **skill or capacity** that a **facilitator** needs when working with farmers.

(4) After 5 minutes collect the cards and arrange them on a flipchart paper on the wall – grouping them as necessary where the written points are similar.

(5) When all the cards have been gathered in groups – go to each group in turn and summarise the points made.

(6) Add any extra points that may have been missed by participants. The main points might include:

     a.   Presentation skills

     b.   Rapport building

     c.   Communication skills

     d.   Questioning skills

     e.   Listening skills

     f.   Technical knowledge

     g.   Others

(7)   Explain that there are different handouts covering some of these topics e.g. Questioning skills, probing skills, listening skills, and that other areas have already been covered in earlier sessions e.g. presentation skills.

(8)   Distribute **Handouts 9.1, 9.2**

10.   Active Listening

OBJECTIVES	Participants …
	□ are explained the Do's and Don'ts while listening as a trainer
	□ understand the difference between hearing and listening
OUTPUT	□
LOCATION	□ Indoor
MATERIALS	□ **Handout 10.1** Active Listening
TIME	□ 45 min

ORGANISER'S NOTES

□   This is an energizing activity and can be used as a quick illustration of the fact that active listening is not as easy as it might seem. It demonstrates how easy it is to get immersed in detail and miss critical points.

STEPS

Text

(1) Explain that listening is the most fundamental facilitation skill for any trainer because all the other facilitation skills cannot be done without listening.

(2) Make a small game (10 min): Ask not to write down anything while solving the following riddle (puzzle). Read out (don't hand out) aloud:

(3) "You are organizing a village meeting in the commune house. At the beginning 5 people join in, later 3 people more come but 2 have to leave, then 6 more are coming but 5 people are tired and go home, at the end 3 old people also join in".

(4) After you finished reading out the riddle ask participants "What is the name of the person who organized the village meeting? (the answer would be: your name!)

(5) Reflect on what happened using the following questions:

☑   Why did some people do not know the answer? (missed the beginning, side tracked, assumption what the problem was)

☑   How does this relate to listening as a facilitator? (listen to the inputs and opinions of participants without judging, comparing, picking up main points, common elements, summarizing etc.)

(6) Explain: Speaking is often regarded as the active part and listening the passive part in communication. But in fact, "Active listening" is a very difficult skill, and an essential one for trainers. Such a skill makes an excellent facilitator. In fact, this skill improves general communication and thus human relations, both, in working environment and in private.

(7) Ask participants to brainstorm on do's and don'ts about listening as facilitator and write on a poster.

(8) Distribute the **Handout** and explain that they can practice their listening skills almost constantly during this training.

11. Questioning and Probing

OBJECTIVES	Participants … □ can apply questioning and probing techniques
OUTPUT	□
LOCATION	□ Indoor
MATERIALS	□ A0 paper; hidden objective and bag □ **Handout 11.1** Questioning skills, **Handout 11.2** Probing skills
TIME	□ 60 min

ORGANISER'S NOTES

□ Suggested object should be something all participants would know such as a bottle, book, comb, etc.

STEPS

Questioning

(1) Introduce the session by saying that asking questions is a very powerful facilitation tool in a participatory decision-making. Explain that if we want our stakeholders to learn, we have to be able to ask the right questions in the right way.

(2) Invite them to discuss why we ask questions. List the answers in the plenary and add your own if necessary.

(3) Ask what the difference is between a closed and open question and invite them to give examples for both.

(4) Invite them to work in triads and practice asking closed questions about family life. Each trio selects a speaker, a listener and an observer. After some questions the roles rotate for each person to act in all roles.

(5) Then after 10 minutes ask them to use open questions about their work.

☑ Reflect on their experience by asking questions:

☑ What happened when you asked closed questions?

☑ What happened when you asked open questions?

☑ How does this effect your communication?

☑ What are the results from using different questions?

(6) Explain that there are different types of questions apart from open and closed ones. Ask if they can think of other types of questions to be used for working purposes.

(7) Summarize the main learning points and distribute the **Handout 11.1** Questioning skills.

Probing

(8) Reflect on the use of open questions and the purpose of probing.

(9) The trainer performs a game by asking participants to identify a hidden object in his bag by using open questions.

(10) The trainer has to describe the object by not giving too many details at one time. Every answer has to give a little help only.

(11) Every question and answer is noted on flipchart and discussed immediately about (i) the intention of the question, (ii) the information gained and (iii) the next question to be followed.

(12) Ask participants why probing is an important skill and when it should be used?

(9) Give a real example to show important aspects of probing:

   a. One question based on the first answer leading to another (deeper questioning)

   b. Another question based on the second answer – even further questioning. This is probing.

   c. Summarise the information given in an answer or several answers

(13) For example, you could ask participants what types of trees grow near their houses. Probing questions can be used to find out the main uses of those trees e.g., fruit trees, timber trees, ornamental trees. Summarising the information you could say that most trees growing near to participants' houses are fruit trees.

(14) Summarize the main learning points and distribute the **Handout 11.2** Probing skills.

12.   Grievance Redress Mechanism

OBJECTIVES	Participants …	
	□ recall the grievance redress mechanism	
	□ identify potential challenges and need for improvement of their currently applied system	
OUTPUT	□	
LOCATION	□ Indoor	
MATERIALS	□ A0 **Poster 12.1** on Grievance mechanism, A0 Flipchart, markers	
TIME	□ 1 hour	

ORGANISER'S NOTES

□ Shortcomings on the grievance redress mechanism as identified during this session will have to be addressed in the six months action plan to be prepared by each NGO/CSO at the end of the training.

STEPS

Introduction

(1) Write Grievance Redress Mechanism as heading on an A0 Flipchart and invite participants to brainstorm why this topic is important for their work with WRCGs.

(2) Ask for the main modalities involved, try to use guiding questions to lead participants to the answer instead of providing the answer yourself:
(i) Access, (ii) Registration, (iii) Assessment & Responds, (iv) Feedback & Resolution, (v) Record keeping.

(3) Show the A0 Poster on the grievance mechanism as example from a different sector (gold mining).

(4) Discuss how they can ensure each step in their own work environment. Encourage sharing of experiences made by participants and facilitate a plenary discussion.

(5) Ask how a WRCG member could gain information on how to contact the project? (*any contact address available on handouts, posters, signboards, by laws?*)

(6) Highlight, if at present project contact information is not readily available for each community member they will have to address this in their action plan to be prepared in session 15 at the end of the training.

(7) Ask if a WRCG member should only be allowed to submit a complaint to the WRCC or should he/she be allowed to directly contact higher project management levels as well? Highlight that internal conflicts inside a village might require a household to directly contact higher project management levels.

(8) Ask how Grievance Redress is documented by the WRCC and by the DPMU/NGO. (*COSFOM's CDLOs will quarterly review the community records to jointly assess with the WRCC*)

Grievance Mechanism

A grievance mechanism typically describes 5 main steps as follows:

Step 1: How to submit a complaint by the concerned household/community. Including the contact address of the Project or any other trusted organisation

Step 2: Acknowledgement by the Project/organisation

Step 3: Response to the complaint within a predefined time frame

Step 4: Resolving the problem together with the concerned households

Step 5: Handover of report and closure

Source: https://conservation.org.gy/eldorado-gold-grievances/

13.   Facilitation Techniques

OBJECTIVES	Participants …
	□ are introduced to different facilitation techniques (name and brief description)
	□ analyse the advantages, disadvantages and application options of each facilitation technique

OUTPUT	□

LOCATION	□ Indoor

MATERIALS	□ list of all facilitation techniques that have already been applied in the passage of the ToT course. (review the records of the ToT modules to extract this information before starting the session).
	□ A0 papers, marker
	□ flipchart: blank form to record advantages/disadvantages of facilitation techniques
	□ **Handout 13.1** Facilitation techniques

TIME	□ 45 minutes

ORGANISER'S NOTES

□ Review previous sessions to check which facilitation techniques have already been applied.

STEPS

Introduction (20 min)	(1)	Explain that supporting a group in a learning and decision-making process can be carried out in different ways. The most well-known form is of course lecturing. However, depending on the content and output it can be sometimes useful to discuss a topic in plenary while in other situations it can be more appropriate to work in small groups or even pairs.
	(2)	Ask participants what methods they have been using so far while working with groups and ask about the experiences they made.
	(3)	Invite participants to brainstorm if they observed any facilitation methods during the course of the first and the ongoing second module? Write answers on cards.
	(4)	Reinforce the importance of using different training methods when conduct the training for adults who did leave school for many decades already.
Group work (20 min) Advantages & disadvantages	(5)	Present the poster "facilitation methods other than lecturing" showing different facilitation methods and invite participants to divide into 3 groups and to think about advantages and disadvantages of each technique.
	(6)	Allow the groups to work for 20 minutes and present the results in plenary.
	(7)	Each group reports the discussion result while others comment and add up more information if necessary.

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(8) Finalize in plenary: Brief description (Main steps), advantages, disadvantages of all facilitation methods (see handout).

(9) Distribute the **Handout 13.1** facilitation techniques.

14.   Group Dynamics

OBJECTIVES	Participants …
	□ understand clearly about group dynamics
	□ identify the signs of different roles in group dynamics
	□ can explain possible interventions for dealing with some difficult and positive group members

OUTPUT	□

LOCATION	□ Indoor

MATERIALS	□ Flipchart and coloured cards
	□ **Handout 14.1** Tips for managing difficult group members

TIME	□ 45 minutes

ORGANISER'S NOTES

□   The role play session 'Dealing with problem people' is quite flexible. Depending on time available you can repeat this with different participants acting as facilitators and different types of people in meetings. Make sure that you have enough time to summarise – how to deal with different types of people at the end.

STEPS

Warm up

(1)   Ask participants to recall experiences they made when facilitating a group meeting.

(2)   How did you recall group member's participation? Differences?

(3)   Did all group members participate in the discussion continuously?

Group dynamics

(4)   Introduce the session by explaining that within a meeting normally there are several types of people participating. Facilitators are supposed to understand the group dynamics and be able to make use of the situation for achieving their tasks. In this session we will focus on some difficult behaviours that they may have experienced while working in groups.

(5)   Introduce 4 levels of participation occurring in every group discussion:

☑   **Hyperactive:** member who usually react to all ideas

☑   **Observer/silent:** who do not contribute ideas but just listen and observe

☑   **Leader:** who usually raise ideas first and guide/lead the discussion

☑   **Participation:** Who participate well in the discussion, not too hot, raise idea and also accept other's ideas

(6)   Invite participants to come up with solutions on how to handle group dynamics. Collect main ideas under each of the four participant types.

(7)   If necessary add missing points (see handout for reference)

(8)   Continue by asking what type of "positive" people might actually support meetings.

(9)   Ask participants how to make use of "positive" people?

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(10) Summarize and distribute handout "Group dynamics".

Practical session

(10) Explain that the next session will be a practical one on facilitation skills by using a role play.

Role play: facilitation skills

(11) Ask for a volunteer. Ask them to leave the room.

(12) While that person is out of the room give out 5 meta cards to participants selected at random. Cards should say:

    a. **Be argumentative** – disagree with what the facilitator says

    b. **Be shy** – don't like to talk or answer questions

    c. **Be questioning** – ask a lot of questions

    d. **Be dominant** – talk a lot and act as though you know everything already

    e. **Be distracted** – talks to your friends and doesn't listen

(13) Tell each card holder that they should act accordingly during the discussion. Don't let the facilitator see their card and don't let other participants know what their card says.

(14) Then go out of the room to the volunteer. Explain that they will be facilitating a session with participants on the advantages/disadvantages of planting trees on jhum fields. Explain that he should use all facilitation skills e.g., questioning skills, listening skills, probing skills and dealing with different types of people.

(15) Ask the volunteer to come back into the room and start to facilitate a group discussion on the topic. Allow the discussion to develop continue for max. 10 minutes. Intervene only if the discussions get slow by acting out a role. Usually this is not necessary.

(16) At the end of the discussion, ask questions to participants about what happened. Assess the performance of the volunteer in the main skill areas and especially about how they dealt with different types of people.

(17) Remember to thank all the volunteer(s) at the end.

(18) Distribute **Handout 14.1**

15.   Action plan for FPIC review and feedback loop with WRCGs

OBJECTIVES	Participants …
	□ have developed their individual action plan for the coming six months
	□ have addressed shortcoming under current FPIC implementation

OUTPUT	□

LOCATION	□ Indoor

MATERIALS	□ A0 flipchart on "challenges and solutions" developed in session 8

TIME	□ 60 min

ORGANISER'S NOTES

□   This session is of crucial importance as it will ensure that training results will be directly applied in the day-to-day work of COSFOM project.

□   Allow sufficient time to complete and present.

□   Feedback on each plan presentation by other participants is encouraged.

STEPS

Text

(1)   Show the A0 flipchart "challenges and solutions" and explain that we now want to see how we can get organised to overcome these challenges.

(2)   Form small groups per NGO/DPMU and provide each group sufficient A0 Flipcharts and markers. Each group should assign a group leader, presenter and recorder.

(3)   Show the format that should be used for the plan elaboration and briefly explain each heading. For facilitation skills refer back to session 9 and the respective handouts.

(4)   Allow 45 min to complete the plan.

(5)   Place all plans on the training room and invite participants to view the exhibition and to allow them to further adjust their plans based on feedback provided from other participants.

(6)   Finally, the trainer is taking photos of each plan for documentation, while the respective NGO/CSO is keeping the original plan for their management.

Six months action plan for FPIC review and feedback loops with WRCGs

Name of NGO/CSO					District		
Activity	Location(s)	FPIC step (no.)	Facilitation technique	Output	Time (Month)	Duration (days)	Support needed

16.   Daily Feedback

OBJECTIVES	Participants …
	▢ provide feedback on the training day
OUTPUT	▢
LOCATION	▢ Indoor
MATERIALS	▢ Prepared feedback cards and pens
TIME	▢ 20 min

ORGANISER'S NOTES

▢   Daily feedback from participants is extremely helpful for the trainers to quickly check if the course is generally running well.

STEPS

Introduction

(1)   Classical learning is just intake of information. Modern learning approaches are mainly based on experiences and on reflecting the experiences. If we share such reflections among each other, we call it feedback.

(2)   Another principle in adult learning is that the trainers are also learners at the same time. And at this point now, we (the trainer team) like to ask you for feedback so that we can learn from your opinions and comments.

Exercise

(3)   Hand out cards to each participant and ask them:

(4)   If considered "not happy" to write things that need to be clarified and/or improved about the training, and

(5)   If considered "happy" to write things which they learned and which they liked.

(6)   Collect cards and briefly go through them.

(7)   Summarise the comments and give feedback.

Example of a feedback for improvement of a training topic

	I did not like when… I did like the exercise when…

17.   Daily Reflection

OBJECTIVES	Participants …
	□ recall learning outcomes of previous day
OUTPUT	□
LOCATION	□ Indoor
MATERIALS	□ Colour cards and pens
TIME	□ 15 min

ORGANISER'S NOTES

□   A team of two volunteers will make the recap session in the morning.
□   The team should meet in the evening and work together writing main points on the A0 sheet provided ready for presentation to the whole group during the first session of the day.
Explain to the team that you do not want a list of topics but a review of the concepts covered. Encourage the participants to be specific and analytical.

STEPS

Presentation   (1)   Introduce the session by presenting the recap team.

(2)   Ask the team to present the key learning outcomes from day 1 on the prepared A0 sheet

(3)   Encourage participants to focus on what did we learn? and not just to repeat what activities did we conduct.

(4)   Invite participants to comment on main points and complete the list if required.

(5)   Thank presenter for their work.

(6)   Continue by presenting the today's agenda and main objectives.

18.   Training closure & Evaluation

OBJECTIVES	Participants …
	□ reflected on what they have learned
	□ completed the evaluation forms
OUTPUT	□
LOCATION	□ Indoor
MATERIALS	□ Poster on participants expectations (session 1)
	□ **Handout 18.1** Training evaluation form
TIME	□ 45 min

ORGANISER'S NOTES

Emphasise that no names will be written on the evaluation form and that they should provide open and critical feedback to allow for an improved training in the future.

STEPS

Introduction

(1) Introduce the session by explaining that we have reached the end of the training course and that we want to complete two more activities (i) review your expectations (ii) complete training evaluation form

Participants expectations

(2) Go back to the list of expectations prepared on the first day (on an A0 flipchart)

(3) For each point, ask the group whether they think it has been achieved

(4) Give a tick (or several ticks) to show where expectation have been achieved and a cross where expectations haven't been achieved

(5) If something has not been achieved – then try to respond appropriately i.e., by saying that it will be covered in another training.

(6) Point out any particular points that have arisen from the training and mention that you appreciate all participants' inputs

Evaluation forms

(7) Ask participants to complete the **Handout 18.1** training evaluation form and return it to you. This should be done anonymously.

Thanks & Closing

(8) Thank participants for their participation and also for their feedback on the forms. Mention that this will be taken into consideration when preparing the next training.

(9) Give your overall summary of how you feel that the participants have performed over the whole training.

(10) Thank the organizers etc. who have made the training possible

(11) Close the training

Handouts

Posters

Trainer back-up
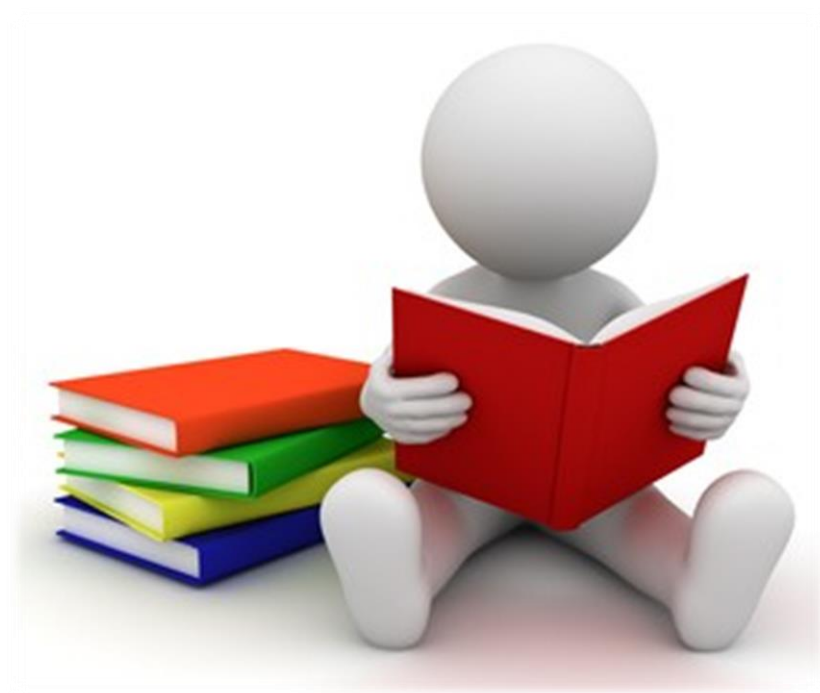
Learning Approaches

Hand out

"Training should be a positive learning experience for participants and for the trainer"

Select the five most suitable training approaches that you could use for training adults in a village situation.

Take into account:

- The topic of training (e.g., about trees and forests)
- The facilities available in the village
- The level of understanding and interest of the farmers
- Your capacity and skills as a forest technician

Learning Approach	Mark your top five
1. Trainer giving detailed lectures by use of PowerPoint	
2. Practical work in the forest with villagers	
3. Giving written handouts to villagers (in English)	
4. Trainer showing pictures to villagers	
5. Villagers describing their own experiences	
6. Trainer giving detailed, long presentations	
7. Villagers reading technical guidelines at home	
8. Villagers working in small groups on a training task	
9. Villagers giving presentations in the project office	
10. Villagers 'learning by doing'	
11. Discussions amongst Villagers facilitated by the trainer	
12. Trainer showing Villagers how to do things	
13. Villagers learning how to do things by themselves	
14. Written tests for Villagers	
15. Trainer evaluating the work of participants	

Adult learning is most effective when it is based on…

Experiences

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

Reflection

Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions and derive principles for application to similar experiences in the future.

Immediate needs

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

Self-responsibility

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

Participation

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

Feedback

Effective learning requires feedback that is corrective but supportive.

Empathy

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

A safe atmosphere

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

A comfortable environment

A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.

Tips for preparing and giving visual presentations

Use visual presentations when…

- ☑ the subject is complex
- ☑ you need to show relationships (use lines and arrows)
- ☑ you need to show facts and figures (use charts/diagrams)
- ☑ you want to make a memorable point (use a picture)

Preparing the visual presentation

- ☑ Use pictures and diagrams as much as possible
- ☑ Don't use to many words (some participants may not be able to read)
- ☑ If using words follow the 8 by 8 rule (8 lines of text with no more than 8 words per line)
- ☑ If you have more material use several flipcharts (don't squeeze everything onto 1 paper)
- ☑ Use colours on white paper
- ☑ Keep it simple (simple pictures & diagrams)

Giving visual presentations

- ☑ Speak to the participants – not to the flipchart – face the participants
- ☑ Don't just read the text
- ☑ Don't rush – go through the visual presentation point by point
- ☑ Don't stand in front – allow participants to see the presentation
- ☑ Smile, look at participants and make eye-contact
- ☑ Use positive hand movements
- ☑ Avoid scratching, fiddling, grooming, stroking, shuffling etc.
- ☑ Speak clearly with a confident and authoritative voice (don't shout or whisper)
- ☑ Stick to the time allowed
- ☑ Ask for questions and clarifications

FPIC principles

A COMMUNITY'S RIGHT TO DECIDE:
FREE, PRIOR, AND INFORMED CONSENT (FPIC)

Oil, gas, and mining projects often have significant negative impacts on people's lives. Involving communities the right way can mean a lasting and positive legacy for communities and companies.

WHAT IS FPIC?

Communities have a right to know and to make decisions when it comes to projects that affect them.

FREE

Free from manipulation or coercion

PRIOR

Occurs in advance of any activity associated with the decision being made and allows adequate time for traditional decision-making processes

INFORMED

Facilitates the sharing of objective, accurate, and easily understandable information

CONSENT

Allows communities to approve or reject a project

FPIC PROCESSES SHOULD BE ONGOING THROUGHOUT THE LIFE OF THE PROJECT.

Source: https://oxfam.app.box.com/s/566vt6r59nzxdgqxpco3lqdquyj93092

HOW TO ORGANISE A VILLAGE MEETING

<div style="float:right">**H**and out</div>

Meetings are a normal tool that helps stakeholders share their issues, develop common understanding and identify possible solutions. Planners are ultimately responsible for helping stakeholders to identify what they hope to achieve in their meetings and helping them to reach that outcome. Often planning for the meeting is just as important as the meeting itself and follow-up actions between meetings can be more effective than trying to achieve certain outcomes in the meeting itself.

The following checklist can help you during the planning process.

Checklist	Deadline	Status	Notes
Date, place and time of meeting			
Who will participate, who has to be invited ?			
Is external support needed from higher level?			
What materials are necessary to prepare ? **(Poster, flipcharts…)**			
What resources are available to support the group ? **(Maps, survey data…)**			
What are the main topics to be discussed ?			
Prepare a structured agenda clearly linking topics to outcomes			
Leave the time schedule flexible for small changes			
Plan sufficient time for breaks			

Some Characteristics of Effective and Ineffective Meetings
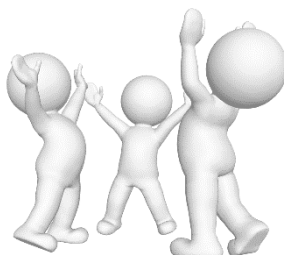
EFFECTIVE	INEFFECTIVE
Various methods are used to allow everyone to participate	Overly detailed working schedule
Agenda clearly highlights key points	No prepared agenda as the facilitator thinks it is important to maintain flexibility
A participant takes notes and share with other at the end of the meeting	The meeting has no desired outcomes
A person keeps a check on time	It is assumed that everybody knows what needs to be done in the meeting
Participants are well prepared for the meeting	No breaks given
Participants know well in advance what will be expected in the meeting	No opportunities to raise issues that are not on the agenda
Ground rules for the meeting are developed and agreed by everybody	A lot of time is spent prioritizing items to be discussed in the meeting
Everybody is clear at the end what has been decided and what is to be done next	Meetings always follow the same format and the same people always speak
Issues raised that are not on the agenda are parked and being discussed later	At the end of the meeting decisions and future actions are unclear
All participants know each other and understand clearly the different roles in the meeting process	Confusion about responsibility among participants

Meeting Agenda

What is an agenda and what do we use it for?

A good agenda is as an effective facilitation and planning tool to make a village meeting an effective exercise. An agenda is presented as a table clarifying the desired outcome for each topic and clearly identifying activities to reach each outcome. The skill of developing a good agenda is to ensure that both outcomes and process are clear and that the agenda is realistic in the time allocated.

An agenda can help to:

✓ identify outcomes that need to be reached by the end of the meeting

✓ identify the process that will help reach the outcome

✓ keep the meeting in focus as everyone has the same understanding of the process

✓ clarify the roles and responsibilities within the process

✓ maximise the effective and efficient use of time available

MEETING AGENDA			
Time	*Topic*	*Activities*	*Outcome*
8:00 – 8:45	Fire prevention regulations	Group discussion	Fire prevention plan
8:45 – 9:00	Coffee break	– –	– –

What?

How?

Remember:

A successful meeting will have the following outcomes:

✓ Everybody had the chance to speak out his opinions and concerns

✓ At the end everybody understands the main outcomes

✓ The outcome is a shared result representing the opinion of the whole group

✓ Action points are summarised and a copy remains with the participants

✓ Activities have a clear timeframe and a responsible person

What is Facilitation (I)

What is facilitation?

When supporting stakeholders in their planning, a facilitator has to fulfil a number of tasks ranging from organising meetings, helping groups during decision-making processes or providing technical inputs. Consequently, apart from the technical knowledge, a facilitator has to find suitable ways and the right words to communicate with stakeholders and working with groups. In order to guide these processes of learning, sharing and decision-making the facilitator needs special skills to make things easier to understand, to enable people to do some things or to help people help themselves by listening and responding to peoples' needs. This support of individuals and groups during participatory processes is called facilitation.
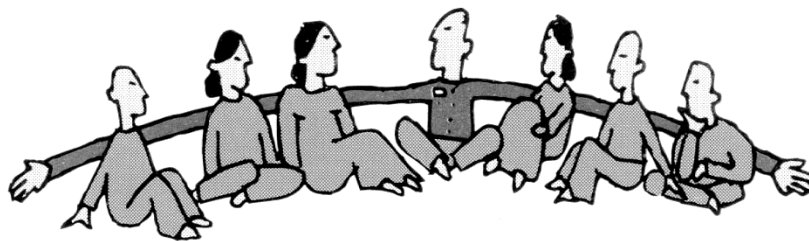
> **Facilitation is to assist a group to successfully develop and achieve tasks as a group**

Why is good facilitation important for sustainable planning?

- ☑ one of the crucial factors of sustainable planning lies in the goodwill and capacity of all stakeholders involved.
- ☑ if people don't participate in finding solutions to their own problems or not taking part in the decision-making process, implementation will be half-hearted at best, probably misunderstood, and will more likely than not fail.

How can we apply these two lessons?

We can do by creating a good and friendly atmosphere in which stakeholders can:
- ☑ identify and solve problems
- ☑ resolve their own conflicts
- ☑ plan together and make collective decisions
- ☑ trouble-shoot
- ☑ self-manage

What is Facilitation (II)

How does good facilitation support effective sharing in groups?

From all ideas and experiences presented in a meeting, some get a bit of attention while others disappear as if they had never been said. Why does this happen?

Here is the reason - an idea that is expressed in an easy and interesting way will be taken more seriously by more people. But ideas that are expressed poorly or offensively are harder for others to hear or accept.

For example, many people are impatient with others who are very shy or nervous and speak in broken sentences. In most groups people really want to voice opinions, share, listen to each other's experiences and come up with interesting new ideas. But the range and richness of their sharing will be limited by their capacity and support offered by the facilitator. A skilled facilitator can be an excellent support to such groups. The following tips can help to have less ideas get lost, and more ideas are shared, through the intervention of a facilitator.

A facilitator can…

- ☑ summarise what somebody has said when the person is being repetitive, to help focus the person's thinking,
- ☑ help those who speak in broken sentences by slowing them down and drawing them out (probing),
- ☑ repeat an idea presented by a shy participant in order to bring it to everyone's attention,
- ☑ treat interruptions firmly and respectfully, by assuring the speaker that when the current discussion ends, the facilitator will come back to it.

The characteristics of a good facilitator

The main characteristic of a good facilitator is that s/he is not taking a position on the issues being discussed and not having a position or stake in the outcome.

The main role of a facilitator is in guiding the process. They should try to ensure a fair, inclusive and open process that would balance the participation of everybody and establish a safe space in which all stakeholders can fully participate.
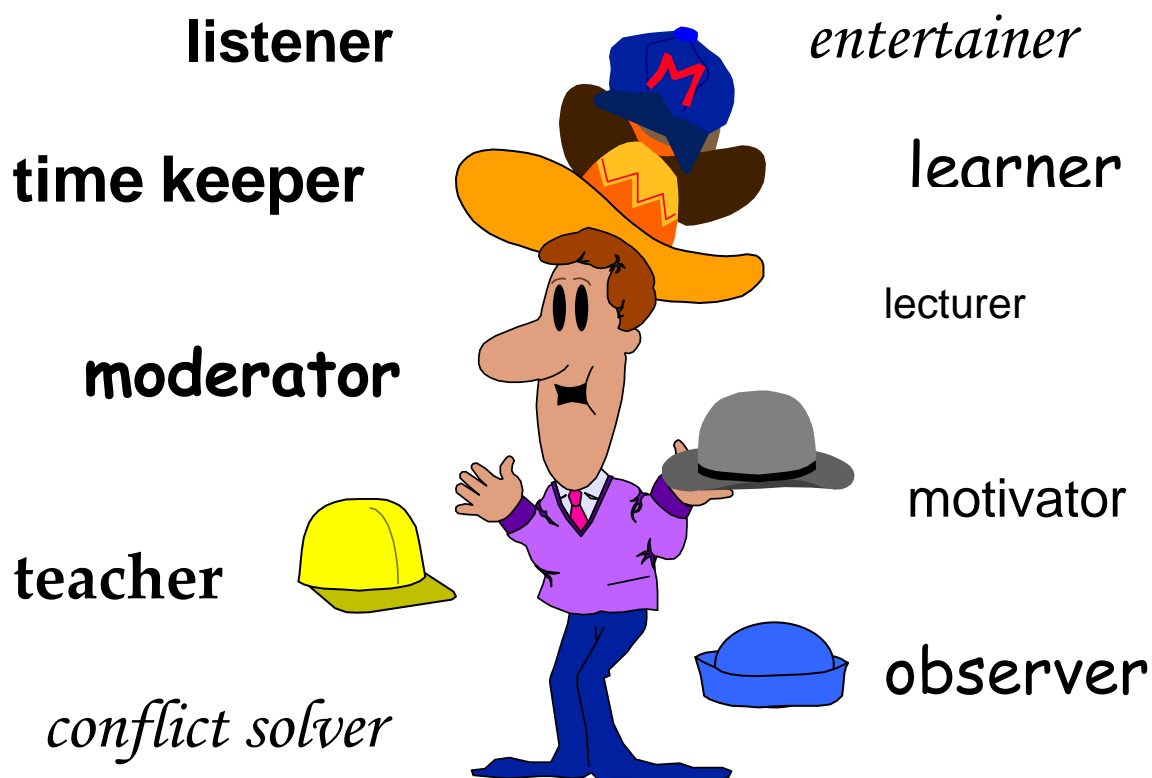
Facilitation skills

Facilitation requires a wide skill set from a trainer:

Skill Area	Purpose
Questioning	To encourage participants to come up with their own answers
Listening	To listen to answers and understand what they mean
Presentation	To share ideas and experiences with participants in a visual way
Rapport-building	To develop trust and confidence with participants
Communication	To ensure 2-way communication with participants
Handling group dynamics	To manage real people and their relationships

A facilitator has to wear many hats

listener

entertainer

time keeper

learner

lecturer

moderator

motivator

teacher

observer

conflict solver

Active Listening

Good listening is more difficult than we think

Listening would appear to be a very easy thing to do. In reality we think we listen, but we actually hear only what we want to hear! To listen carefully and creatively, and to pick out positive aspects, problems, difficulties and tensions, is the most fundamental skill required for facilitation. Therefore, we should try to understand what sorts of things can hinder listening, so as to improve our listening skills. Listed below are so-called barriers to listening that may prevent effective and supportive listening. Being aware of these barriers will help a good deal in overcoming them.

Listening barriers

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

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

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

Too-deep-for me listening
When listening to ideas that are too complex and complicated, we often need to force ourselves to follow the discussion and make a real effort to understand it. Listening and understanding what the person is saying might result in us finding the subject and the speaker quite interesting. Often if one person does not understand, others do not either and it can help the group to ask for clarification or an example if possible.

Don't-rock-the-boat listening
People do not like to have their favourite ideas, prejudices, and points of view overturned, and many do not like to have their opinions challenged. So, when a speaker says something that clashes either with what they think or believe, they may unconsciously stop listening or even become defensive. Even if this is done consciously, it is better to listen and find out what the speaker thinks, and understand all sides of the issue, so that the job of understanding and responding constructively can be done later.

Do's and Don'ts of Listening

When listening we should try to do the following:

☑ show interest

☑ be understanding

☑ express empathy

☑ single out the problem if there is one

☑ listen for causes of the problem

☑ help the speaker to develop competence and motivation to solve her or his problems

☑ cultivate the ability to be silent when silence is necessary

When listening we should avoid doing the following:

☑ rush the speaker

☑ argue

☑ interrupt

☑ pass judgement too quickly

☑ jump to conclusions

☑ give advice unless it is requested by the other person

Questioning skills

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Why ask questions as a facilitator?

There are certain skills that can help a facilitator to conduct more effective meetings. First, be a good listener and observer. Next become skilled in the art of asking the right questions in the right way at the right time. Asking questions can increase participation and give group members the opportunity to reflect, think, discover and make decisions by themselves.

Why asking questions?	Examples
To gain people's involvement	How do you feel about…?
To get a feeling for peoples' thoughts, ideas or opinions	What is your idea about…?
To involve quiet people	Wang, what do you think?
To recognize important contributions	Lisa, that's an interesting idea. Can you tell us more about it?
To manage the meeting time	OK, we've spent quite a bit of time on that question. How do you feel about moving on?
To gain understanding by exploring both sides of an issue	That is one way of looking at it. Let's look at the other side. What would happen if you…?

Tips on asking questions:

✓ Speak clearly	✓ Don't ask vague questions
✓ Keep questions short	✓ Don't ask personal questions
✓ Don't ask very difficult questions	✓ Don't ask childish questions
✓ Ask different people	✓ Don't answer questions yourself

There are several types of questions we can use for different purposes:

Types	Uses	Risks
Ask a question to the whole group (perhaps written on a flipchart)	❑ Stimulates everybody's thinking ❑ Useful for starting a discussion	❑ It may not be answered because nobody feels responsible ❑ Only the opinion of dominant group members will be collected
Ask a question to a single group member	❑ Useful to involve women, silent or shy people ❑ Make use of the experience of a specialized group member	❑ It can embarrass unprepared group members ❑ If the person don't understand the question, s/he will give an irrelevant answer
Ask a question with *who, what, when, where, how.* (These questions can't be answered with a simple yes or no)	❑ Help to discover new details ❑ Good for analysing problem situations *Why did this happen?* *What needs to be changed?*	❑ Sometimes to broad question difficult to answer ❑ Questions starting with why may make people feel threatened
A question where I expect a specific answer	❑ Useful in redirecting a discussion to the main focus ❑ Useful for checking if participants really understand the topic	❑ Facilitator may impose his opinion ❑ Participants likely answer what is expected and not what they really would like to share

Probing skills

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What is probing?

Probing is asking follow-up questions in order to gain more understanding:

- ☑ Can you explain further?

- ☑ Could you put it in another way?

- ☑ Can you please tell me more about that?

- ☑ But why, how, who, when, where?

- ☑ Anything else?

Probing is rather like peeling away the layers of an onion. The objective is to move towards the centre of the onion. This means that by probing the facilitator can get closer to the real reason behind something or gain as much understanding as possible.

Why is probing an important skill for a facilitator and when should it be used?

Probing has many different purposes. It can be used to:

- ☑ draw people out

- ☑ clarify questions, inputs and/or opinions,

- ☑ create dialogue

- ☑ solve problems

How to probe well?

When probing we should try to:	When probing we should avoid to:
✓ Listen actively	✓ Judge while listening
✓ Build the next question on the understanding of the previous answer	✓ Jump from one topic or issue to another
✓ Clarify information	✓ Make assumptions
✓ Single out the problem or main points	✓ Lose track by getting bogged down in details or side-tracked

Facilitation techniques other than lecturing

Hand out

Technique	What for?	How?	To be considered
Participatory presentation/ lecturing	Introducing new subjects or presenting summaries/ overviews, for group of any size, especially suitable for very large group.	A prepared talk plus questioning and answering at the conclusion, combined with visual aids, completely controlled by trainer.	▪ Limit the lecture to 15 – 20 minutes ▪ Break it up with short buzz sessions, etc. to illustrate key points ▪ Do not be afraid of pauses to allow the group to absorb your key points, and you to see whether they have understood you. ▪ Speak clearly. A resonant voice carries further and sounds better. ▪ Dealing with questions and answers
Small groups	Sub-groups discuss specific issues, during a longer session, to exchange ideas and draw on their collective experiences while „buzzing", to reflect on the contents of a lecture, generate ideas, comments and opinions	▪ Plenary meetings broken up into sub-groups by pairs, trios. ▪ One member of each group reports its findings in plenary.	▪ Time ▪ Seating arrangement
Brainstorming	To discover new ideas and responses very quickly, to generate as many ideas as possible without judging them	List ideas exactly as they are expressed on board, flipchart, cards, etc. They can be grouped/analysed, or discussed/evaluated further	To limit the time, to avoid losing attention of some participants
Plenary discussion/ presentation	Thorough /in-depth discussion to get consensus; exchange ideas and knowledge from individuals and groups	▪ Play the role of a moderator. ▪ Use visualization aids	▪ Observing ▪ Balancing between free flow of discussion and controlling the direction

Facilitation techniques other than lecturing contd.

Hand out

Technique	What for?	How?	To be considered
Role play	Give participants the opportunity to understand/feel other people's views, feeling	Participants use their own experience to play a real-life situation.	▪ Participants willing? ▪ Careful debriefing ▪ Tasks must be clearly defined
Case study	Participants can learn how to use techniques in a certain situation	▪ Presentation of situation/case ▪ Simulation ▪ Debriefing	▪ Case must be clear ▪ Objectives must be clear ▪ Careful facilitation
Group work	To examine a certain topic in more depth	▪ Split participants into groups ▪ Assign group task ▪ Group work ▪ Plenary presentation	Think of group division before hand Write clear group task (incl. time)
Participants' inputs	Let participants exercise what they have learnt; to share participants' experiences.	Participants give short presentation about a certain topic.	Inform participants before workshop about objective, length, time

Tips for managing difficult group members | **H**and out

Handling difficult group members

Here are some types of group members whose behaviour can create difficulties in meetings, and some options on how to manage them.

Type	What you should do
Dominant people	❑ Place in same group as facilitator ❑ Encourage others by directly appoint them to speak out
Silent or shy people	❑ Reward any contribution ❑ Let them work in small groups
Somebody who is always against your ideas	❑ Check out the reason ❑ Directly ask for the opinion of others

Building the process with positive group members

On the other hand, some people can have a very positive effect on the group.

As a facilitator you should be ready to identify people who play constructive roles in a group. These people can help to balance out the difficult group members.

Type	What you should do
Somebody helping by using his own words	❑ Ask his/her support on a difficult topic ❑ Observe participants reaction while he/she explains
Somebody searching for solution that make everybody satisfied	❑ Ask him/her for advice when the group could not agree on a decision ❑ Bring attention to him/her
Somebody who suggests ideas	❑ Encourage him/her to explain his ideas to the group ❑ Connect his/her ideas with the meeting topics

FPIC Principles

Source: https://oxfam.app.box.com/s/566vt6r59nzxdgqxpco3lqdquyj93092

Instructor vs. Facilitator

Grievance Redress Mechanism
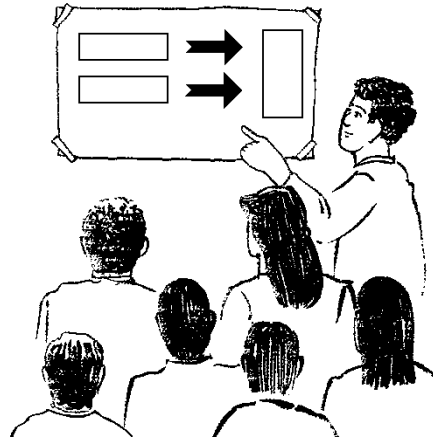
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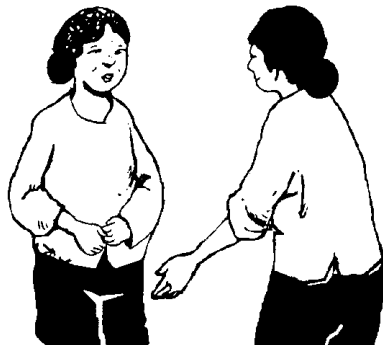
Facilitation techniques other than lecturing
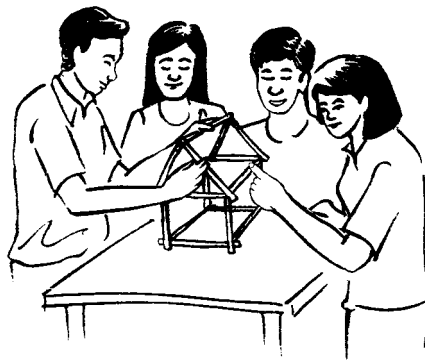
Brainstorming

Presentation

Small group discussion

Dialogue

Group work

Role play

Training of Trainer course evaluation form

Date: Location: Training topic: Organizer:

1. Did this training provide **enough information** for you to organise/conduct future training courses alone?

☒ Marking	Please specify
☐ Fully sufficient	
☐ Some training skills remain unclear	
☐ Some techniques remain unclear	
☐ Other topics left out	
☐ Not useful at all	

2. Did the trainer **respond to your questions/needs/problems**? Did he/she adjust the training accordingly?

☒ Marking	Please specify
☐ Yes my suggestions were directly integrated into the training	
☐ To some extend but not enough	
☐ Not at all	

3. Are provided **handouts and training material** useful and well designed?

☒ Marking	Please specify
☐ Very useful	
☐ Too long text	
☐ Not enough illustrations	
☐ Not well structured	
☐ Lacking information	
☐ Did not receive any	

4. **Training methods:** Were applied training methods participatory, practical and interactive?

☒ Marking	Comments
☐ Trainees fully involved and active	
☐ Some interaction and discussion	
☐ Mostly lecturing without interaction	
☐ No interaction	

5. **Trainer's competences:** What is your impression about the trainer?

☒ Marking	☒ Marking	☒ Marking	☒ Marking
Technical knowledge	**Trainer skills**	**Punctuality**	**Attitude**
☐ Excellent	☐ Excellent	☐ Excellent	☐ Excellent
☐ Very good	☐ Very good	☐ Very good	☐ Very good

☐ Good	☐ Good	☐ Good	☐ Good
☐ Medium	☐ Medium	☐ Medium	☐ Medium
☐ Not so good	☐ Not so good	☐ Not so good	☐ Not so good

6. What do you suggest for **improving the program**?

| |
| |

7. Please rank your **satisfaction** on a scale from 1 to 10 based on your above given information

☒ Marking									
1	2	3	4	5	6	7	8	9	10
Very poor			Normal to sufficient				Good to Excellent		
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

COMMUNITY BASED
SUSTAINABLE FOREST MANAGEMENT
FOR WATER RESOURCE CONSERVATION

List of related training documents

- Training of Trainers manual on Communication and Facilitation skills cum Reflection on FPIC procedures

- ...

- ...

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