Identifying & developing strategies for enhancing learning

A summary of ideas and methodologies used in the DfID Adaptive Learning Project 1999 - 2002

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1 Introduction

This report provides a set of ideas and methodologies for enhancing the learning potential of different groups of stakeholders involved in an adaptive learning approach to natural resources management. It is a supporting document to the Adaptive Learning in Fisheries Enhancements project (R7335) funded by the UK Department for International Development (DfID) as part of their Fisheries Management Science Programme (FMSP). Further details about this project, the aim of which was to develop and promote adaptive learning approaches to fisheries enhancements, can be found in Garaway *et al* (2002). The views expressed here and in this report are not necessarily those of DfID.

Results in this report come from experiences of implementing an adaptive learning approach to small waterbody enhancements in Southern Lao PDR.

1.1 Where are the opportunities for enhanced learning?

In the context of taking an adaptive learning approach to community fisheries management in Lao PDR, there appeared to be three main routes to enhancing learning.

- To broaden scope of what was learnt and who learnt;
- To improve/ensure the quality of any new information collected;
- Improve/ensure understanding of any information disseminated/shared

At the bottom of all of these, there was an underlying belief that meaningful and appropriate participation of all groups, involved in or affected by, resource management, would enhance leaning processes and outcomes.

By pulling together the different experiences and expertise of different groups, the quality and scope of what was learnt could be increased, as could its relevance to those who were expected to benefit from it. Involving them at all stages would also increase the likelihood that those people who needed to learn were the ones doing so. Finally it had an additional benefit, involvement made anticipated benefactors not purely the end-users of research products but key players in the process itself. This built the capacity of target groups thereby increasing the potential for more learning in the future.

1.2 Why this report?

Close collaboration between, in this case, government, managers, researchers and resource users had benefits, but was also a great challenge given the frequently different perspectives, and ways of thinking and doing, of each. Methods of increasing communication and understanding between, and within the groups was crucial.

Addressing this challenge was a fundamental component of the approach and one that we did not feel we always met, though when we did we were convinced further that it was well worthwhile. This report details some of the ideas and methods that, after being monitored and evaluated for two or three years, we believe worked (and some words of caution about things that did not) in terms of enhancing the learning, and learning potential of the stakeholders involved in this research. It is hoped it will provide a useful starting point for any others attempting to implement an adaptive learning approach in a development context.

1.3 Structure of this report

The report is split into 5 further sections. Sections 2 – 4 deal with each of the separate routes to enhancing learning that were mentioned above. These sections deal with principles and overall learning strategies, giving examples of what was actually done in the Lao context. Section 5 looks at specific methodologies that were used, particularly during workshops, for enhancing learning. Many of these are those used by teachers/ trainers and facilitators generally and much more information can be gleaned from that literature. The focus on these methods does hope to emphasis the fact that carrying out an adaptive learning approach is not just a research exercise, but requires skills in communication, facilitation and training. The final section, 6, gives a short bibliography of source materials that potential implementers might find useful.

2 Broadening the scope of what is learnt and who learns

When discussing adaptive learning approaches to management, the reduction of uncertainty through generation of new information is frequently focused upon. However, learning is not just about the acquisition, sharing and utilisation of *new* knowledge, but is also about improving exiting systems of information share to make the most of what is already there. A lot of uncertainty comes from not having access to information and more efficient mechanisms for sharing information are likely to produce benefits all on their own. Even if generation of new information is required, creating it in a way that allows the simultaneous sharing of existing information is likely to substantially broaden the scope of what is being learnt.

Steps to identifying opportunities for broadening the scope of learning include;

1. Identifying stakeholders involved in, or affected by the management of resources in question, and characterise the types of knowledge and experience they have.
2. Identifying current systems of information flow, where constraints lie and where new linkages should be made
3. Integrating these linkages into your overall adaptive learning approach.

2.1 Identifying stakeholders, their knowledge and experience

Stakeholder analysis (see ODA,1995) is a first step towards thinking about who could and should enhance learning and whilst its purpose is slightly different (namely to assist in project design and identify risks and assumptions) it provides a useful method for systematically:

- Identifying the current interests of those involved in research and/or management and any conflicts of interest;
- Understanding the existing relationships between stakeholders that can be built on.

Stakeholder analysis provides a starting point for an understanding of the roles of key stakeholders in the research/management process, which, along with discussions with the groups identified, will help to identify what their respective knowledge base and experiences are.

The table below shows results in the cases of small waterbody enhancements in Southern Lao PDR. It shows that there were 6 key stakeholders and all had very different but complimentary roles, knowledge and skills.

Table 1. The roles, knowledge and experiences of different stakeholders in Lao PDR

Strengths in small waterbody management, Southern Lao PDR	Role in small waterbody research & or management	Relevant Knowledge	Relevant Skills & Experiences
Village members	Roles & responsibilities as set out by management committees Beneficiaries of management	local resources and village conditions individual/household requirements	Benefiting (or not) from small waterbody management Fishing, fish marketing
Village small waterbody management committees	Manage small waterbodies on behalf of village for village community development	local resources and conditions management & management problems Some technical knowledge	Management of small waterbodies Monitoring & enforcing regulations Identifying village priorities
District Government Extension service	Provide technical advice to villages if it exists Vital link between Provincial staff & villages	village priorities & problems (some idea) Some technical knowledge	Working with villagers, Extending technical information to villagers
Provincial Government Livestock & Fisheries Department	Carry out minimal research activities & district staff training. Provide limited funds for stocking Employ district staff	Knowledge of district staffs' problems/priorities Technical knowledge	Working with district staff Extending technical knowledge to district staff Simple research techniques
RDC	Co-ordinate aquatic resource research and development activities of 6 Southern Provinces	Projects being conducted in the region on aquatic resource management	Potential to facilitate information exchange between projects
External Researchers	Conduct research on small waterbody enhancements	Technical knowledge of enhancements General knowledge of systems of management & problems.	Researching small waterbody management and enhancements

2.2 Opportunities and constraints in current systems of information flow.

Having identified who the stakeholders are and what they do, and know, it is necessary to establish how information flows between them. One way of doing this, as was done in the Lao case, is to draw diagrams of current information networks and flows and use these as a basis for discussion at meetings, and or workshops, with stakeholders. Having assessed what currently happens, they can be built on to include what the desired flows are, based on the knowledge skills and experience of each. The current and desired flows in the Lao case are shown below.

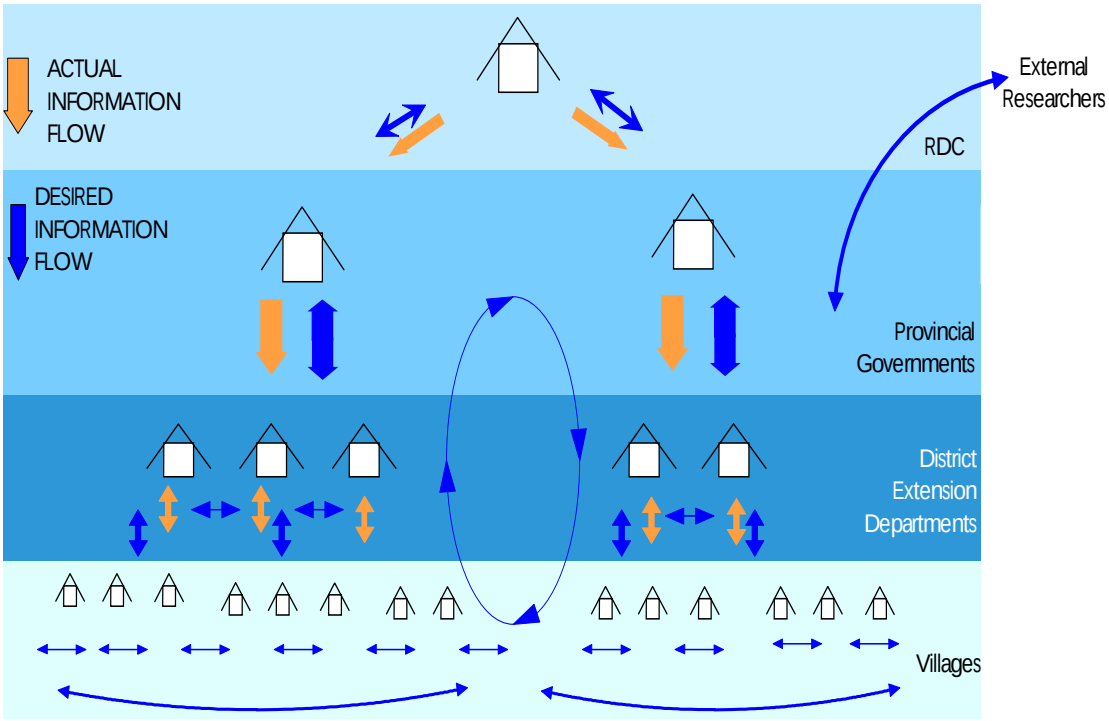

Diagram 1 Actual & desired information flows in Southern Lao PDR

As can be seen, the majority of information flow was down the hierarchy, with no sideways communication systems at all. NB This was the situation as related to small waterbody management not to other work of the departments/organisations, which may have been quite different. Most of the information flowing downwards was technical advice but with little upward communication (communication between villages and district extension staff being an exception) it was hard for those in the higher parts of the hierarchy to provide what the villages needed. The knowledge and experiences of the different stakeholders shown in Table 1 also highlights what opportunities were being missed by no sideways communication. Villages were managers of their resources and as such were the ones with the most management experience and an understanding of where the problems lay. However, managing in isolation, and with little knowledge about what others were doing, made their leaning slow. It was clear that the access of villages to information regarding other villages experience was a key opportunity in the information network. Likewise, giving district staff the opportunity to discuss ideas and experience with each other and with Provincial staff would provide more opportunities for learning and information share at that level. Finally, it was also thought that providing a forum where *all* could discuss together thereby combining the capacity, skills and experience of each would be most useful.

Apart from enabling the sharing of existing information, thus broadening the scope of learning, these networks were also seen as a useful means of sharing any *new* information coming from the adaptive learning process. The desired linkages identified therefore formed the basis for the 'community fisheries information network' and were integrated into the overall adaptive

learning approach. Exactly how these communication flows were realised is discussed in the sections below.

3 Improving and/or ensuring the quality of new information collected

Moving on from networks for sharing information this section looks at strategies for enhancing the quality of any new information collected.

3.1 Increasing the relevance of new information

One way that quality can be increased is by making sure that any information collected will generate knowledge that is relevant to users and managers of natural resources – a fairly obvious point but one that is not always followed through.

As can be seen in the Lao case above, the original linkages did not allow for villages, (who had the most experience with management problems, and, arguably, the most interest in solving them) to put their priorities and concerns to those in a position to help them. Whilst they could discuss ideas with district staff, and these might or might not get related upward, Provincial assistance and technical advice was predominantly determined by what came from above not below. This is, we believe, not an unusual situation.

To ensure that this does not happen, the priorities of those affected by resource management and/or those managing resources (in the Lao case the same people) should be sought and used as a *basis* for designing experiments (passive or active). Apart from anything else, relevance will be a crucial element in successfully implementing experiments that involve/affect managers or users.

Methods associated with Participatory Rural Appraisal (PRA) or Participatory Learning & Action Techniques (PLA) are well documented means of enabling local communities to identify and prioritise their problems. There are many good texts describing the advantages and problems with these approaches and some references are given in the bibliography.

In the Lao case the process for planning experiments was as shown in Diagram 2. Whilst the priorities of local users were used as a basis for the discussion of options, it was felt that their participation in the planning stage was not as much as would have been desired and this caused some problems of understanding in the first year. Doing it again, we would spend more time ensuring that villages were fully aware of the choices available and allow them to make the final decision.

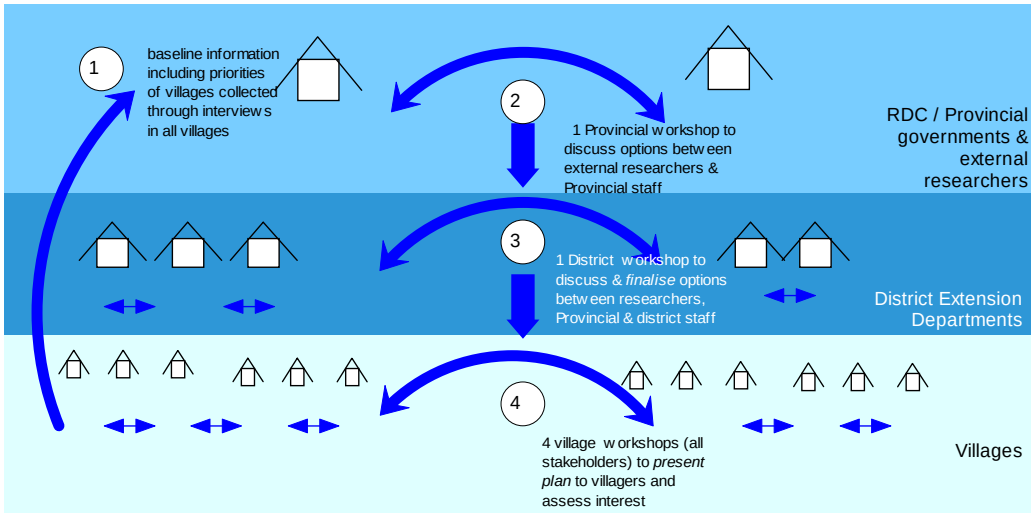

Diagram 2 Communication fora and information flow at the planning stages

As can be seen in the diagram, village representatives who attended the workshops (2 from each village potentially wishing to be involved) were given a plan of what was going to be done as opposed to choices of what could be done. Whilst no village was obliged to join in the venture and so could exercise their choice in that way, it was still felt that with more time and effort they could have been presented with options that made them feel more included in the decision making process.

One positive aspect of the planning stage was that it enabled us to try out for the first time the new information network. Time was given over at each workshop for sharing of experience and this proved very successful and popular, as observed from results of the workshop evaluation questionnaires (for more details of this see Garaway & Arthur 2002). Opportunities for exchange of ideas was therefore built into all subsequent workshops.

3.2 Increasing quality of new information

Generating new information will require data collection. Who should collect what then becomes an issue and there are great advantages with sharing responsibilities between stakeholders in a way that utilises the advantages of each. For example, government staff will never have the resources to collect information about resource use on a daily basis, but resource users might, particularly if it just requires utilising, or building on, recording systems that already exist. Knowing what information is already collected, and how, is a good start to designing a data collection system.

Another principle to improve the quality of data collected is to involve those who will be collecting information, in the planning and design phases of data collection systems. This will have several benefits;

- Involvement in planning will help collectors to understand *why* information is being collected and this will encourage them (if they agree with the overall objective of data collection) to collect the information accurately. Poor data collection often occurs even when

people are highly motivated, and this is often a result of not understanding that a particular way of collecting information is as important as it is.

- Involvement in design will help to ensure that data collection systems are practicable and understandable and, more importantly, will increase a sense of ownership of the research process. Both will improve the quality of data collected, and the interest in it.

Following on from this last point, the quality of data collected is also likely to increase if those collecting it are involved with the information *after* it has been collected. This can be done in a number of ways;

- Design information collection in a way that some or all of the information is of relevance to the collector for their own benefit,
- Involve the collectors directly in the analysis of the information,
- Present the analysed data back to the collectors as soon as possible.

Again creating this sense of 'ownership' of the data builds capacity and gives people a stake in the process.

Even after being involved in planning and design, collectors will probably need some training and/or practise. How to enhance understanding, whether it be of data collection methods, or the information itself, is discussed in the next section.

4 Improving understanding & dissemination of information

There are plenty of opportunities for sharing information (whether it be old or new) throughout the stages of the adaptive learning cycle, but one place it is absolutely crucial is after new information has been generated.

Information must be shared in an understandable way and this is a challenge given the different skills and perspectives amongst stakeholders. Such efforts will require excellent *facilitation* skills and some recommended texts are suggested in the bibliography.

4.1.1 Facilitators and fora

A first principle in establishing methods is to work out what is already practised and start from there. In our experience, learners often felt more comfortable in familiar learning environments, even if to the outside trainer they were not text book 'ideal'. In Lao PDR examples included lengthy speeches and statements which to external analysts seemed rather counter-productive but which appeared to relax participants who were most concerned when they were taken away. These then were kept, but additional methods used and gradually new and more dynamic learning methods introduced through time.

As well as establishing which methods are used, it is useful to see who has the most experience in talking to which groups and again, if possible build these people into the learning framework.

In Lao PDR, for example, district staff were used to explaining things to villagers and, therefore, when it came to the learning of these groups district staff took a lead in facilitation. The system for sharing information generated from experimental management in Lao PDR is shown in Diagram 3.

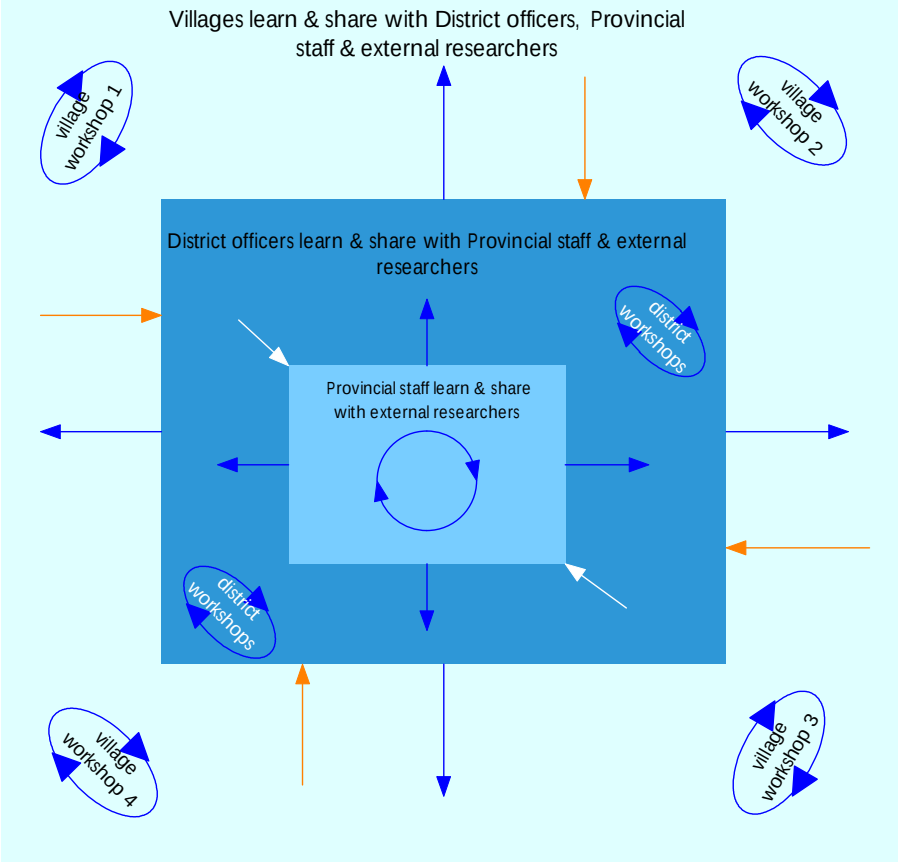

Diagram 3 Sharing information resulting from experimentation in the Lao context

Firstly external analysts acted as facilitators in the learning of Provincial staff explaining results to them where necessary and helping them analyse and evaluate their implications. Provincial staff then took the lead when it came to sharing of information with District staff. Capacity at this level was quite low and Provincial staff were in a far better position than external analysts to identify where problems in information share might lie. Finally when villages were at the centre of the learning exercise, district staff took the lead. Whilst the flow of information was always multi directional and at each stage more stakeholders were involved, this process ensured that ideas were being explained by those best equipped to understanding the requirements of learners.

As can be seen in the diagram, workshops were the principle means of information share in the Lao case. Here, workshops were held in the Provincial capital and then in different district centres within three hours reach of participating villages. It is not, however, the only possibility fora and choice will depend on what information is being shared and how many people require it. Literature can reach the largest number of people, but with no possibility for group feedback or evaluation, is the least preferred method. Study tours would be useful in circumstances where results could be directly observed.

4.2 Principles of learning adopted in the adaptive learning project

Three means of learning are commonly recognised.

- learn by hearing.
- learn by seeing.
- learning by doing.

It is generally recognised that, whilst all can be done well (or badly) they are organised here on an increasing scale of potential effectiveness. When developing methods for sharing information it is useful to bear these principles in mind. Another set of principles was used by us in 'training of trainers' sessions, to inspire creativity in methodological development and provide a checklist for assessing workshop session plans. These are presented in Box 1.

Box 1 Some principles of learning

- Learning should be relevant
- Learning should be a challenge
- Learning should be fun
- Learning should inspire
- Learning should be inclusive
- Learning should be evaluated

5 A checklist of methods used in Southern Lao PDR

This final section briefly identifies some of the methods used in the adaptive learning project at different stages of the adaptive learning cycle.

Again, few of these methods were developed by us, but were taken or adapted from fairly standard training and facilitation methods. However presenting them here as a collective may serve as some inspiration or a starting point for further reading (see literature in bibliography). Appendices 1

& 2 show the session plans for two very different types of workshops held during the adaptive learning cycle.

The first outlines activities in a 3 day workshop designed to help district staff analyse project data, produce graphs and explain results to each other. This shows that whilst the principles of 'learning by doing' are more associated with 'skills' training, they can also be applied in the dissemination of experimental results. This workshop methodology was possibly one of the most innovative that the project developed, was certainly the most time consuming (!), but produced highly satisfactory results. Not only did district staff understand the experimental results better, it also increased their analytical capacity, introduced them to computers, and most importantly gave them a real sense of ownership of data . Having collected the data, analysed it and being involved in disseminating back to villages, district staff became highly motivated and interested in project activities. More details are given in Appendix 1. Appendix 2 outlines the activities in a 1 day workshop with villagers to finalise activities for the following year, including developing village 'action plans' and improve data collection methods.

Appendix 3 shows a session plan checklist that was developed to help trainers/facilitators to check the content and structure of their session plans prior to conducting workshops. The final Appendices (4 &5) show evaluation forms that were used at the end of every workshop to establish the extent to which the workshops had achieved their objectives and how they could be improved.

Finally in this section, Table 2 presents the checklist of methods used in the project and what they were principally used for.

Table 2

Method	Application
PRA techniques (see bibliography)	• Developing an understanding of resources and resource management systems • Identifying needs and priorities of different stakeholders • Evaluating different learning options (matrices)
Role Plays	• Training in interview skills • Developing and testing questionnaires
Games	• Practicing filling in forms • Training in identifying mistakes in data collection
Small group discussions & small group presentations	• Consolidating experiences • Eliciting ideas • Evaluating a range of options • Feeding back ideas
Whole group discussions	• Planning • Developing a common understanding (e.g. of experimental results)
Pair discussions	• Identifying questions after presentations
Individual work	• evaluating workshops & the project
Card sorting	• Classifying and categorising information • Comparing options/activities
Demonstrations and Practicals	• training in field techniques (e.g. test fishing, using secchi depths) • Computer training
Presentations	• Presenting information

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Appendix 1 – Outline of objectives & methods for one of the district analysis workshops

Ideas for district analysis workshop – 2002

Objectives

- Improve understanding of community fisheries by all (including district staff)
- Find method of disseminating information and advising for next year
- Evaluating the project
- Consolidating learning into some sort of guidelines

Main Potential Outputs – during workshop

- Booklet of graphs with explanations.
- Start of guidelines for " what type of management is appropriate for your village? – The advantages and disadvantages of different management systems"
- Project and workshop evaluation forms

Main Potential Outputs – after workshop

- Workshop report
- Guidelines for " what type of management is appropriate for your village? – The advantages and disadvantages of different management systems"

Summary of activities

DAY 1 – INTRODUCTION, PROGRESS SO FAR AND DATA ANALYSIS TRAINING

1. Remind ourselves of the results we collected last year, what we were trying to learn and how we tried to learn it (*session 1 – Day 1. AM*)
2. Share personal experiences of outcomes of waterbody management this year (*session 2 – Day 1. AM)*
3. Discuss opinions on the advantages and disadvantages of different types of management *(session 3 – Day 1 PM)*
4. Computer training to prepare for data analysis *(session 4 - Day 1 PM*)

DAY 2 – DATA ANALYSIS, PRESENTATION & DISCUSSION

5. Introduction to the subjects to be analysed *(session 5 – Day 2 AM)*
6. Analyse this year's data on the outcomes of waterbody management (*session 6 – Day 2 AM)*

7. Present, discuss & evaluate the outcomes of waterbody management (*session 7– Day 2 PM*)

DAY 3 – EVALUATION & CONSOLIDATION

8. Discuss how to decide whether a village should have a community fishery and what system would be best for which village (S*ession 8 – Day 3 AM)*
9. Evaluate the whole project – good things and things to improve (*session 9 – Day 3 PM*)
10. Present & discuss next stage of process (*session 10 – Day 3 PM*)
11. Evaluate workshop (*session 11 – Day 3 PM*)

Details of methodology for each session

DAY 1 – INTRODUCTION & TRAINING DAY

Session 1. Remind ourselves of the results we collected last year, what we were trying to learn and how we tried to learn it

When : 1st day - AM
Method: a) Presentation to the group,
b) Group questions and answers

Session 2. Share experiences of outcomes of waterbody management this year and compare to year before?

When : 1st day - AM
Method: a) Small group discussion of experience of management outcomes this year in their own districts
b) Feedback to whole group for each district
c) Whole group discussion

Session 3 - Discuss opinions on the advantages and disadvantages of different types of management

When : 1st day - PM
Method: a) small group discussion about the list of advantages and disadvantages that
District staff produced last year
b) Feedback to whole group
c) Whole group discussion

Session 4 - Prepare for data analysis on outcomes of waterbody management – Computer training

When : 1st day - PM
Method: a) demonstration with worksheet
b) Practical using worked example

DAY 2 DATA ANALYSIS & DISCUSSION

Session 5 - Introduction to data subjects and selecting groups

When : 1st day - PM
Method: a) Short Presentation
b) Whole group questions and answers
c) Group selection

Session 6. Analyse this year's data on the outcomes of waterbody management

When : 2nd day - AM
Method: a) Split into groups and each group works through data worksheets (for example of a data sheet see the end of this appendix).
b) Small groups discuss meaning of their results with facilitator
c) Results are printed out and small groups prepare their presentations

Session 7. Present, discuss & evaluate the outcomes of waterbody management

When : 2nd day - PM
Method: a) Each group presents its graphics to the rest of the group
b) After each graphic
- whole group - questions and answers
- agreement on what graphic means (1/2 sentences – Lao & English)

c) Sentences are put on large piece of paper
After all groups have presented graphics
d) Small group discussion on the sentences
e) Feedback to whole group.

DAY 3 EVALUATION & CONSOLIDATION (BRINGING TOGETHER)

Session 8. Discuss how to decide whether a village should have a community fishery or not, and what system would be best for which village.

When : 3rd day - AM
Method: This session will be in **3** phases (whole morning). New method using cards

Phase 1 : Deciding what system of management is best depending on what
villages ***want*** (e.g. maximum income, income but no effort, food for guests etc)
Phase 2 : Deciding what system of management is best depending on what
villages ***have*** (e.g. characteristics of the village, characteristics of the waterbody)

Phase 3 : Summarising Phase 1 & Phase 2

Session 9 Evaluate the whole project – good things and things to improve (*session 9 – Day 3 PM*)

When : 3rd day – PM (1 :30 – 3:00)
Method: a) Individual questionnaire – 30 mins
b) small group dicussion on improvements (provide question for discussion) – 30 mins
c) Feedback and discussion – 30 mins
d) Break – 10 mins

Session 10 - Present & discuss next stage of process

When : 3rd day – PM 3.10 – 4:00
Method: a) Whole group discussion about village workshops

- When and where (timetable)
- What information (put on wall all workshop outputs (graph, sentences, tables – decide what is important for villages to know)

b) Whole group discussion about what information from workshop is useful for the district staff (we will then put this information into the guidelines)

Session 11. Evaluate workshop
When : last activity 3rd day - PM
Method: Individual questionnaires.

Example of data worksheet for district staff to work through.

What difference did transport time have on the fingerling mortality?

Data:

In the table:

Column 1: Village name

Column 2: Transport time

Column 3: % of fish dead before stocking

Work out: **Use:**

1 What is the average % dead for time 0 - 2 hours Calculator

2 What is the average % dead for time 2 -3 hours Calculator

3 What is the average % dead for time 3 - 4.5 hours Calculator

4 What is the average % dead for time over 4.5 hours Calculator

Making a bar chart:

1 In Excel make a table like this with the average values Computer

time (hours)	0-2	2-3	3-4.5	over 4.5
cpue/ha	*average*	*average*	*average*	*average*

2 Make a bar chart using this table with: Computer

Title:	Effect of transport time on fingerling mortality
Category (X) axis	Transport time (hours)
Value (Y) axis	% fingerlings dead

3 Print out this chart.

Questions:

1 What % of fingerlings died in waterbodies with the longest transport time

2 What % of fingerlings died in waterbodies with the shortest transport time

3 How big is the difference between them

4 If you stocked a waterbody 5 hours from the hatchery with 5000 fingerlings how many of them would die?

5 If this many died, how good condition do you think the others will be in?

5 If you stocked a waterbody 1.5 hours from the hatchery with 5000 fingerlings how many of them would die?

6 Do you think that it is worth stocking in a waterbody that is more than 4.5 hours away from the hatchery?

Example data sheet.

Village	Time (hours)	% dead
Sanamxai	0-2	0.068
Bung Xe	0-2	0.936
Nong Saphang	0-2	0.238
Maybeungtalay	0-2	0.634
Nong Sa	0-2	0.254
Buk Thong	0-2	0.386
Kang Phosy	0-2	0.730
Pohn Thad	0-2	0.786
Na Khu	0-2	1.536
Dong Noy	0-2	1.087
Average % dead for 0-2 hours =		
Pohn Than	2-3	3.262
Samphatvillai	2-3	0.919
Phin	2-3	0.000
Pang Haeng	2-3	1.045
Hard Kam Hian	2-3	1.095
Naho luang	2-3	2.043
Nong Hong	2-3	1.206
Huay Sai	2-3	3.966
Dong Boun	2-3	0.189
Sing Tha	2-3	3.000
Average % dead for 2-3 hours =		
Don Mak Ba	3-4.5	0.327
Bahn Khan Kaeng	3-4.5	6.914
Nong Ping	3-4.5	2.415
Nong Ping	3-4.5	0.766
Na Kho	3-4.5	0.457
Kong Knak	3-4.5	0.444
Dong Deng	3-4.5	6.454
Bung Xiang	3-4.5	0.343
Dong Mi	3-4.5	0.986
Nong Miang	3-4.5	1.025
Ho Meung	3-4.5	0.502
Average % dead for 3-4.5 hours =		
Keng Lek	over 4.5	0.357
Keng Lek	over 4.5	2.741
Xaybuathong	over 4.5	2.799
Nong Chang	over 4.5	79.979
Lo Ha Ko	over 4.5	0.691
Lo Ha Ko	over 4.5	4.971
Nong Chang	over 4.5	2.886
Nong Khu	over 4.5	1.250

Appendix 2 - Outline of objectives & methods for one of the village workshops

Ideas for village workshops – 2001

Objectives

To plan activities for next year and improve monitoring at village level.

Activities to achieve this objective

1. To present experiment and other activities for next year and get feedback on village plans
2. To present and discuss practicalities of nursing and find out what skills and materials the villages already have
3. To finalise village action plans for next year
4. To provide more training on village record keeping

Session 1. To present experiment and other activities for next year and get feedback on village plans

When : 9:00 – 10.30
Method: a) Presentation to the group,
b) Whole group questions & answers
c) Individual questionnaires for village plans
Materials: Presentation of experiment **(1)**
Individual questionnaires **(2)**
Output: Questions and answers about the presentation
Completed individual questionnaires
Resources: Large sheets of paper

Session 2. To present and discuss practicalities of nursing and find out what skills and materials the villages already have

When : 10:40 - 11:40
Method: a) Presentation of main activities involved in nursing (activities, costs, time involved)
b) Whole group question and answers
c) Present a list of questions for villagers about nursing in their village
d) Village teams (or individuals) answer these questions about skills and resources in their village and information put on large table
Materials: Presentation of nursing activities (**3**)
Questions for villagers to answer (**4**)
Large table to fill in during session (**5**)

Output: List of skills and resources of villagers participating in this workshop
Resources: Large sheets of paper

Session 3 - To finalise village action plans for next year

When : 1:30 – 2:30
Method: a) Presentation (again) of what project will do and what the village must do (from session 1)
b)Finish any discussion still necessary with individual villages (from individual questionnaires in session 1)
c)Fill in large table with action plan for each village
Materials: Presentation of what village will do and what project will do (**6**)
Large table to collect information for each village (**7**)
Output: Individual village action plans
Resources: Large sheets of paper

Session 4 - To provide more training on village record keeping

When : 2:40 – 4:00
Method: a) Presentation of what we use village records for (i.e. list of questions we answer using the village record books)
b)Small groups given some examples of village records from last year good examples & bad examples)
c)Small groups discuss together whether it is possible to answer questions with the different village record examples
d)Whole group discussion
Materials: List of questions that we try to answer from village records (**8**)
3 examples of village records (**9**)
Resources: Large pieces of paper

Session 5. Evaluate workshop (4:00 – 4:10)

Method: Individual questionnaires.
Materials: Questionnaires (Lao & English)
Output: Completed questionnaires

Appendix 3 – Session plan checklists for trainers (prior to workshops)

For Each Session

• Are the objectives clear to you? • Have you given time in the session to explain them clearly to district staff? • Is the method clear • Is there a beginning, middle & end in each session? • Have you identified possible problems? • Have you made a link between this session and the one before? • Have you made a link between this session and the next one?	Yes/No
Activities & outputs • Have you identified the activities & outputs? • Have you decided the time for each activity? • Is there enough time for each activity?	
Materials • Do you have all the materials now? • Do you have a plan of when you will get them?	
Resources • Do you have all the resources now? • Do you have a plan of when you will get them	
Trainers • Have you planned WHO will do each activity? • Do they know?	
For the whole workshop Is there variation in training methods (whole group, small group, individual work)?	

Appendix 4 – Workshop participant evaluation form

MRAG/RDC Workshop Evaluation Form (English)

Review and evaluation						
Did you understand the objectives of the workshop?	0	1	2	3	4	5
Were the objectives achieved?	0	1	2	3	4	5
Was the workshop well organised?	0	1	2	3	4	5
Do you understand what you need to do next?	0	1	2	3	4	5
Do you feel you learnt something?	0	1	2	3	4	5
What were the three most important things for you? 1. 2. 3.						

Appendix 5 – Trainer workshop evaluation form

1. Preparation of workshop

	0	1	2	3	4	5	Comment
Identify objectives ?							
Identify activities & outputs							
Session plans included							
• Time for activity ?							
• Materials ?							
• Method ?							
• Beginning, middle & end ?							
• Identification of possible problems ?							
Was there variation in training methods (whole group, small group, individual work ?							
Was there enough time for preparation ?							

Further comments
What were the good points & what were things to improve ?

2. Presentation:

General	0	1	2	3	4	5	Comment
Could the participants understand the subject ?							
Was it interesting for the participants?							
Was it an appropriate level for participants ?							
Was there enough time ?							
Did we use the session plan ?							
Did the participants learn anything ?							
Introduction							
• Did we give participants an overview of the session ?							
• Did we explain the objectives & activities in the session ?							
• Did we link the session with previous sessions ?							
Middle							
• Was the process step by step ?							
• Were we flexible ?							
• Good use of overheads, computers, post-its, paper?							
End							
• Was there a summary of key points							
• Was there a link to the next section							

Further comments
Good things/ things to improve

3. Communication – Generally

Did you ?

	0	1	2	3	4	5	Comment
Speak clearly							
Explain difficult words							
Use clear writing/diagrams							
Answer participants questions clearly ?							
Get feedback from participants ?							
Encourage participant contributions ?							
Manage feedback sessions well ?							
Provide encouragement & motivate participants							
Be enthusiastic							

Further comments
What were the good points & what were things to improve ?

4. Budget and assessment of workshop

	0	1	2	3	4	5	Comment
Was the budget sufficient ?							
Did we achieve our required outputs?							
• In the workshop ?							
• In the workshop report							
Did the participants get a chance to evaluate the workshop							

Further comments

Additional ideas/ good points / things to improve