



UNIVERSITY OF
WOLVERHAMPTON

Centre for Rural Development and Training (CRDT)

LAKE TANGANYIKA BIODIVERSITY PROJECT

BURUNDI, D. R. CONGO, TANZANIA, ZAMBIA

**REPORT OF A TRAINING OF TRAINERS
AND COMMUNICATIONS SKILLS WORKSHOP**

**Held in
BUJUMBURA
3-21 July, 1999**

BY

RACHEL ROLAND and MONIQUE TRUDEL

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ACKNOWLEDGEMENTS

Thanks are expressed to:

- * all the participants for their hard work and participation towards learning and or refreshing their skilled training techniques;
- * the Bujumbura LTBP Office for their logistical preparations, hospitality, and all the many arrangements they made for the workshop;

ABBREVIATIONS

ADB	African Development Bank
BIOSS	Biodiversity Special Study
CADIC	Centre d'Action pour le Développement Durable et Intégré dans les Communautés
CFEC	Coordinateur Formation Éducation et Communication pour PBLT
CPF	Centre de Perfectionnement et de Formation en cours d'emploi
CRDT	Centre for Rural Development and Training of the University of Wolverhampton
CRH	Centre de Recherche en Hydrobiologie, Uvira
EE	Éducation Environnementale/Environmental Education
GEF	Global Environmental Facility
INECN	Institut National de l'Environnement et de la Conservation de la Nature
LTBP	Lake Tanganyika Biodiversity Project
NECZ	National Environmental Council of Zambia
NEMC	National Environmental Management Council (of Tanzania)
NRI	Natural Resource Institute
NSEC	National Socio Economic Coordinator
PBLT	Project sur la Biodiversite du Lac Tanganyika
PCU	Project Coordination Unit
PNUD	Programme des Nations Unies pour le Développement
SE	Socio Economic
SLO	Scientific Liaison Officer
SS	Special Studies
TANAPA	Tanzania National Parks Administration
TECC	Training, Education & Communication Coordinator
TOR	Terms of Reference
UNDP	United Nations Development Programme
WWF	Worldwide Fund for Nature

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1 **RECOMMENDATIONS**

It is recommended that:

- 1.1 One-to-one follow-up be carried out on during a monitoring mission to lake stations later on in 1999 in order to check progress following the TOT/Communications Skills course and to ensure that project personnel are confident to carry out their work programmes. This would also serve the purpose of a 'rolling' training needs assessment (Paras. 6.3.2, 6.6.1).
- 1.2 Participants are encouraged to refer to their course handouts judiciously for guidelines and tips in resource production [and training methods] and to seek guidance from the TECCs by email and/or LTBP staff nearby in person for useful feedback on their emerging programmes (Para. 6.7)
- 1.3 TECC teams should choose one priority set of needs each from Training and EE to address in their first quarter's funded workplans. This is so that the teams can budget for the time they have available for the project and be able to use this in a productive way and building on with their earlier work from the January and March workshops (Para7.3);
- 1.4 TECC teams submit planned and costed work programmes to relevant LTBP personnel by August 15th 1999 so that the approval process enables the budget to be available ready for work to start in October (Para 7.4);
- 1.5 Participants continue to practice writing them and that they particularly strive to show the 'why' in the aim and the quality of objective they wish their participants to achieve (Para 5.6.6);
- 1.6 Participants are urged to apply principles of planning, resources production and timing for effective communication (Para 5.6.17).

2 **INTRODUCTION**

The present consultancy was carried out between July 3rd and July 21st 1999, with the purpose of running a Training of Trainers and Communication Skills Workshop. This was a priority activity of the LTBP Training Strategy of Roland & Trudel (1998), which was officially adopted at the 4th Steering Committee Meeting in Nairobi on 28th May, 1999.

3 **CONSULTANTS' TERMS OF REFERENCE**

The Consultants' terms of reference (TORs) are given at Appendix 1.

4 **PREPARATION FOR THE WORKSHOP**

- 4.1 The Consultants had 2 days each of preparation in April to discuss the training needs in detail, and to provisionally plan the programme, the timetable and session resources. They then had 2 days of preparation each in-country, before the workshop began. Translation of all materials into French was made possible by Pierre Claver

and Monique Trudel and the actual timetable was negotiated with the participants as the workshop progressed. Tailor-made materials were produced throughout the workshop by the consultants both in French and English. The workshop was delivered in English and French with Monique Trudel providing full and direct translation during all appropriate (90%).workshop sessions (90%).

5 **THE TOT AND COMMUNICATIONS SKILLS WORKSHOP**

The workshop ran for 10 days between 7-17 July 1999 and was participatory in nature. A range of methods was used, including: games, role play, case studies, question and answer, discussion, peer group feedback on participant's practical experiences.

5.1 **Workshop Aims and Objectives**

The aims and objectives of the workshop were:

5.1.1 **Aims.**

Participants will be introduced to and have the opportunity to practice training and communication skills so that they may improve their competence and confidence to use these skills when planning LTBP training, facilitation or management programmes and activities.

5.1.2 **Objectives.**

By the end of the workshop, participants will be able to:

- * prepare characteristics of partners and LTBP staff (target groups);
- * identify and analyse training needs of specific target groups;
- * write aims and objectives for training, education, facilitation and meeting events;
- * plan training, education, facilitation and meeting programmes;
- * deliver a variety of training, education and facilitation methods for a range of target groups and topics, including: participatory training skills, group work, case study, and role play;
- * appreciate the importance of and practice skills of: listening; perception, teamwork;
- * prepare and use a variety of appropriate materials to support training, education and facilitation including: charts and posters; handouts and leaflets; and real materials;
- * practice a range of methods for training room, non-formal settings and project situations including: appropriate assessment tools, indicators of training, education and facilitation effectiveness, monitoring and evaluation of training, education and facilitation programmes.

5.2 **Staff**

5.2.1 The facilitators for the workshop were the CRDT consultants, Rachel Roland and Monique Trudel.

5.3 **Participants**

5.3.1 There were 20 full-time participants in the workshop, of whom 6 were women and 14 were men. They were: the four TECCs and four Lakeshore Contact persons. The Lakeside Contacts were from: the Fisheries department in Zambia; the Tacare Project

in Tanzania; "Nouvelles orientations de la pêche sur le Lac Tanganyika" (NOPTA), an NGO in R. D. Congo and the "Institut National de l'Environnement et de la Conservation de la Nature" (INECN) in Burundi.

5.3.2 In addition, there were representatives from the newly-forming Socio-Economic (SE) Special Study team: the Zambian National Socio-Economic Coordinator (NSEC), the Congolese Chef de Departement d'Economie de Peche from the Centre de Recherche en Hydrobiologie, (CRH), the Regional Field SE Facilitator and the SE NRI-based Facilitator.

5.3.3 The other participants were those involved in training and facilitation for the project. They were: the Biodiversity (BIOSS) and Sedimentation SS Facilitators; a Materials Development Officer from the Worldwide Fund for Nature (WWF)-Zambia; a Community Development officer employed by the Tanzania National Parks Administration (TANAPA) in Mahale National Park; the Fisheries Officer in Kigoma; 2 members of staff from the African Development Bank (ADB)-supported "Projet Développement de l'Aquaculture et de la Pêche Artisanale" of Burundi, and occasionally the LTBP Scientific Liaison Officer (SLO).

5.3.4 This group of 20 participants held a range of links with the project: some were employed full-time, some seconded part time and others had not yet established an official link. There were two predominant languages (French and English) spoken, with some participants communicating informally in KiSwahili. Further information about participants is given at Appendix 2.

5.3.5 Just as Appendix 2 showed participants' job titles to have significant variations, their work with the LTBP indicated several differences. Half the participants were already employed as TECC teams, whilst six of the group were part of the Special Studies teams. For six of the participants, this was their first effective activity as part of the LTBP team and thus their understanding of the project structures and activities was expected to be at variance with the rest of the group.

5.3.6 In addition, the participants' experience of and skills in, the subject matter of the training as well as their experience of the training methods, varied widely. Whilst for some the whole approach was completely new, for others some aspects of training were already part of their work. Thus keeping such a varied group of people participating with enthusiasm and teambuilding amongst themselves, was a challenge for the Trainers/Facilitators.

5.4 **Facilities**

5.4.1 The workshop was conducted at the "Centre de Perfectionnement et de Formation en cours d'emploi" (CPF), Bujumbura, where there were adequate facilities and equipment. The training rooms however, were constructed in such a way that they echoed when more than one person was speaking and thus caused some difficulties during group activities. The main training room, whilst having less of an echoing effect, was subject to intense heat between 9 and 11am.

5.4.2 The Bujumbura LTBP Office provided stationary for the workshop, printing and photocopying assistance and office space for preparation. During the Workshop, the Training Centre provided refreshments twice daily and the LTBP Office arranged lunch each day.

5.5 **Timetable**

5.5.1 The topics and timetable were drafted by the Consultants, in consultation with the Project Coordinator. However due to the nature of the workshop the actual timetable was agreed on a day-to-day basis, depending upon the stage in the process which was reached the previous day. The process was pragmatic and flexible with the aim to have outcomes that participants would find useful in starting to implement their workplan. A copy of the final timetable is given at Appendix 3.

5.6 **Workshop Content**

5.6.1 During the introductory session participants introduced one of their peers to the rest of the group. Then the context of the workshop was introduced as some of the participants were new to the Training issues of LTBP. The LTBP Training Strategy (Roland & Trudel, 1998), was outlined as well as an update on the process and progress of its implementation, including the recruitment of TECCs and their role in the LTBP. The Aims & Objectives were then introduced and the timetable was agreed. A copy of the final time table is given in appendix 3. Participants also filled in a form of their perceived Training Needs at the beginning of the course. An amalgamated copy of this is given in Appendix 4. The evaluation held at the end of the course, shows how their perceptions changed as the course progressed.

5.6.2 The second session was on Target Group Analysis. After a brief presentation and discussions to identify a checklist and elements to better achieve a target group analysis, participants worked in subgroups to analyse specific target groups. The working groups were bilingual and formed with regard to their interest and previous workplanning in the LTBP. Four major groups were identified : Local Authorities, SS Coordinators & Facilitators, Scientist / technician and Lakeshore communities. Having mad their analysis, the groups came together for what was to become familiar during the course as a period of sharing and feedback. This session took longer than was anticipated and the timetable was changed accordingly.

5.6.3 In the Training Needs Assessment session, participants were introduced to a case study called "The Wasted Course". Group work and feedback gave insight and provided a forum to share experience on the opportunities and difficulties to make accurate needs analyses. A demonstration of "making (and drinking) a cup of tea" was given by two volunteers to illustrate the skills gap between actual skills and perceived needed skills! Participants then worked on the same four Target Groups as the day before to analyse their (potential - this was only an exercise) training needs.

5.6.4 Having introduced a short session on Perception by way of a game using string and some perception pictures, participants listed the factors they thought governed their perception of the world. The Cloud Model (SurrIDGE, 1992) was used to illustrate that individuals make a unique sense of their world and the importance of this for trainers and facilitators working with a range of target groups was discussed.

- 5.6.5 The session on Aims and Objectives was particularly interesting. Although participants quickly felt that they had understood the concepts (cognitively) of using aims and objectives in planning, for some it was more difficult to actually practice articulating appropriate and accurate Aims and Objectives. It is recommended that participants continue to practice writing them and that they particularly strive to show the 'why' in the aim and the quality of objective they wish their participants to achieve.
- 5.6.6 In the next session, Participants played a short Question and Answer game and then types of questions that facilitators, trainers and participants might ask, were distinguished. An individual worksheet was filled in to encourage the participants to be aware of how to match the type of questions to the type of response required from the 'answerer'. This session, like the one before concentrated on improving personal awareness and skills and highlighted the challenges in achieving skilled questioning.
- 5.6.7 A role-playing game of 'Tangrams' was played by participants during the Communication Processes session. By way of participants experiencing the frustration of communication barriers, the importance of feeling attitudes in effective communication was highlighted. An animated discussion took place where this was exemplified further.
- 5.6.8 A Demonstration Session on 'Learning' was given by one of the Facilitators. This included an introduction, scene-setting, an individual exercise, a small amount of learning theory exemplified with an interactive quiz and a discussion. In effect participants played a role during the demonstration session and then, through discussion and Q&A as themselves, they brought out the salient elements of the session planning in terms of its structure, content, resources, methods and timing.
- 5.6.9 The Facilitators having provided the model, participants thought a subject connected with their initial workplan, which they would like to present. For the following two sessions, preparations were made for the peer group training session.
- 5.6.10 Peer group practice session. The fifth day was reserved for the individual delivery of a training session by all participants. For these sessions, the group was separated into Francophone and anglophone rooms but the peer group training ran simultaneously in each room. The presentations were videotaped and the tapes made available by the end of the course, in order for the participants to see each other and learn about their own training behaviour.

The presentations went well and all participants gave and received constructive feedback about their session, on structure, content, resources used and how effective their participatory approaches had been

- 5.6.11 The Listening Skills session was an active, role-playing session as it aimed to improve this attitude, so crucial for effective communication and participation. In three separate exercises, punctuated by discussion to establish basic principles, participants first role-played ineffective (listening with *intent*) listening. And then they practised paraphrasing and good listening styles. This session was important but perhaps misplaced as it was intensive, the day was hot and the session came the day after the energetic presentations of Day Five.

- 5.6.12 Participants worked in country groups to establish the Evaluation procedures that would be appropriate for their workplans. These were shared with the whole group and appropriate feedback was given to each country group.
- 5.6.13 One Whole day (Day 7), was given to preparing appropriate resources for a part of the workplans. Participants watched a video about the effective production of a large scale, effective EE resource and then discussed criteria for effectiveness of resources. Participants chose one resource each and had access to a wide range of materials from which to choose. After production of posters and handouts, they presented their materials to each other and took part in a short feedback sessions.
- 5.6.14 The elements of programme planning were discussed briefly. A checklist was built up. Participants started to use these whilst planning their presentations for Day 10.
- 5.6.15 Day Eight was given over to Options that participants had previously indicated their preference for. These transpired in three separate subject areas: a TECC meeting, (see point 7); Using case studies and Computing. Half the participants elected a session on using case studies (given by Dr Meadows) and a similar number elected to improve their computing skills, with particular reference to the LTB CR-Rom.
- 5.6.16 Day Nine began with a session on using role plays. Participants took part in a model role play focussing on the appropriate facilitation of a discussion. The use of role play for revealing underlying attitudes was established. However the session was left incomplete due to some intervening 'domestic' issues and this was in effect the last 'facilitated' session of the workshop.
- 5.6.17 The final day was given over the group Presentations of part of their workplan. The TECC groups presented the plan of a Training Programme from either their training or EE roles. The WWF participant explained his method of participatory materials production; the personnel from the ADB project elucidated their work with fishing marketeers; the SS facilitators presented aspects of their work and there was a general presentation by the SE team on what they hope to do in the next year. This session had three purposes: one was to share the plans between the different groupings within the project so that each knows what they other is doing and how it fits into their own work. A second purpose was designed for participants to build to a peak the planning tools discussed during the workshop. The third purpose was to test again the delivery of training and facilitation skills. It was noticed that at this stage in the workshop, the participants were tired and it was notable that their training skills lapsed during the presentation of many. Participants are urged to apply principles of planning, resources production and timing for effective communication.

6 **WORKSHOP EVALUATION**

- 6.1 The formal workshop evaluation was carried out by questionnaire at the end of the last day. Some participants were in a hurry to catch their transport home and some of the evaluations were not completed. None-the-less the Evaluation responses are very useful and are given at Appendix 5.

- 6.2 The responses to Question one showed that subjects addressed during the workshop were found to be overwhelmingly Very Useful or Useful (86%), with only around 14% of responses being Of Limited Use. However within these parameters there was a very wide range of perceptions about which subjects were the most useful. Those which were most significantly Very Useful were: Target Groups, Aims and Objectives, Training Needs and Communication Processes, Planning Training Sessions and Planning Training Programmes. This shows that the needs of the participants were wide ranging and did not conform to one particular direction. Those subjects found to be least useful were Listening Skills, and Management of Group Discussions/Group Dynamics. These two sessions were facilitated during a very hot morning, the day after peer group sessions. The trainers agree that an alternative to room-based sessions should in future be sought for similar circumstances.
- 6.3.1 Question Two's answers indicate that for a majority of sessions, more time would have been welcomed. This is an interesting response as it would appear to show that some subjects attracting "more time needed", were those which were "well-done" in the responses for Appendix 4, which were taken at the beginning of the programme. This is particularly the case with the questions relating to Measurable Aims and Objectives, Planning Sessions and Programmes. The change in response as the programme progressed, would appear to show that participants' became more aware of these other needs.
- 6.3.2 The interest in Programme Planning and Aims and Objectives would appear to show that more work could be done on this. It is recommended therefore that one-to-one follow-up be carried out on this subject during a monitoring mission to lake stations later on in 1999.
- 6.4 The wide range of responses to Question Three again shows the heterogeneity of the target group. Sixteen different subjects were amongst the three Most Useful delineated. These include the crucial Aims and Objectives, Target Groups and Training Needs as well as the current preoccupation of Planning Programmes.
- 6.5 Question Four elicited a similar wide range of responses. There were 13 'least useful' sessions, but as none of these was indicated by a majority of participants, it is assumed that there were no particularly misplaced sessions.
- 6.6.1 The responses to Question Five clearly show the different needs of the participants for future staff development activities. If these needs were to be confirmed in the next months, it would show that holding a workshop with all these subjects would not satisfy the majority of participants. These responses would appear to show that:
- i) either it would be better to provide support to the activities of *individuals* to address the real needs of their jobs; or
 - ii) these expressed needs will become further crystallised in certain directions as workplans are put into operation in the coming months and that it would be prior to organise any further training courses at this moment. However the Regional TECCs should monitor how and when these needs are surfacing; and/or
 - iii) that the target group as it exists at present is too heterogeneous and needs to be further broken down - perhaps into TECCs and Others, or into National T and EE

and SE Coordinators and their lakeside contacts who have differing amounts of experience.

- 6.6.2 There does however appear to be a generalised need for participatory project planning and managing skills together with conflict management, which was the next training course on the draft workplan of the TECCs (not yet adopted).
- 6.7 There were a few perceived difficulties in implementing some subjects from the workshop. These related in part to the lack of time for adequate practice of certain resource production skills and in part to the lack of material to be found in participants' home bases. The trainers would stress that for the latter, participants should be as creative as they can in developing materials to suit their working partners. Whereas time was short for some practice, participants are encouraged to refer to their handouts judiciously for guidelines and tips in resource production and to seek guidance from the TECCs by email and/or LTBP staff nearby in person for useful feedback.
- 6.8 The comments on the trainers confirmed that they were organised and provided a professional service in delivering the training in a participatory way. It is hoped that the model provided will be of use to the participants when they are delivering their own participatory training and facilitation programmes.
- 6.8.1 There were only two facilitators for this intensive course and this was felt by some of the participants, who wished for a greater variety of trainers, or for regional trainers to have been included. Ten days is somewhat long for two facilitators. However when TECCs were asked in January, if they wanted to participate as trainers they declined, saying that they were not confident enough. Having unfortunately not seen other trainers in action before the course, it would not have been possible to use regional trainers. In future the facilitators have every confidence that the TECCs will be able to carry out simple training themselves and thus lessen the need for external provision.
- 6.8.2 There were some comments about translation taking time. In fact the combination of two languages in one room was decided upon during the first TECC workshop in January, 1999 as participants felt the benefit of being able to directly share experiences with those whose language they did not speak, through the services of an able translator. This is not necessarily to everyone's preference.
- 6.9 In the final Question, eight, participants' comments were concentrated on both the venue, which has been detailed above (Para. 5.4),. Participants were in general very positive about the programme. Some comments about the tightness of the timetable were understandable although the logistics involved in collecting together people from 5 different countries places a pressure on achieving the maximum amount.

7 **TECC MEETINGS**

- 7.1 During Day 8, several options were offered to participants. TECC' Meetings were organised with Kelly West, Rachel Roland and Monique Trudel. Apart from the TECCs, the Lakeside Contacts plus a partner organisation were invited to participate in these meetings. The meetings took place country by country.

- 7.2 Discussions held were about the preparation of a detailed TECC Workplan for the next trimester. The procedure of submitting proposals for funding were explained. In particular the way that project finances are released was explained and discussed. The need for setting aside time for Planning future activities was shown. If activities are to be planned on a three-monthly basis then it will be necessary to submit the next set of activities, at least 6 weeks to two months in advance. The implication of this is that only one month into a set of activities, the next set must be anticipated and fully planned for.
- 7.3 For the proposal participants were asked clearly to use priorities for the next trimester; that is to identify one Training activity and one EE activity and to include in the proposal the following:
- Context of the Activity (the *Need*),
 - Aims and Objectives,
 - Subject,
 - Realistic Timetable
 - Realistic Budget.
- 7.4 It was recommended that the first set of proposals should be sent before mid- August to one of the LTBP Stations (Dar-Es-Salaam , Kigoma, Mpulungu or Bujumbura) in order to receive funds in approximately 2 months. The proposals will be checked for efficacy by: Rachel Roland, Monique Trudel, Dr Menz, Dr West and Dr Meadows. The technical aspects will be discussed between Rachel and Monique, and the financial aspects between Andy Menz and Kelly West. Dr Meadows will check that there is harmony between the TECC and SE programmes.

8 CONCLUSIONS

This training workshop addressed a priority identified in the LTBP Training Strategy (Roland & Trudel, May 1998). In regards to the Training Strategy and the evaluation in section 6, this workshop was useful in terms of refreshing and giving participants & partners, tools to enable them to implement with accuracy their training, education and facilitation activities. The next step will be to give them the support needed in the field to follow up the lessons learned as recommended.

A lesson learned through out this workshop is to be careful in regards to perception and communication processes.

"Do not think for others, check their perception, listen to them if you want to identify and respond to accurate needs and have real participation."

Thanks to the enthusiasm, dynamism and commitment to all participants, we believe that it is now time to put in practice all these tools and adapt them to local realities to improve your daily duties.

APPENDIX 1

TOR for TOT Workshop for 3rd-21st July

Following the recommendations for implementation of the Training Strategy of the LTBP, it is necessary to hold a Training of Trainers/Communications Skills workshop for 20-25 project staff and associates to enable them to carry out their LTBP-related tasks. Therefore Rachel Roland and Monique Trudel shall:

- 1 Prepare and agree a list of participants in conjunction with the TECCs and the PCU
- 2 Design a training of trainers'/Communication Skills training programme for 10 working days to be held in-region and to encompass the principles of adult and experiential learning;
- 3 Prepare and produce training materials in English and oversee their translation into French;
- 4 Deliver the training with simultaneous translation in English and French;
- 5 Carry out an end of course evaluation with participants;
- 6 Produce a short report within 4 weeks of the workshop;
- 7 Make and agree plans with PCU, for the follow-up of this workshop with other relevant activities

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APPENDIX 2

ADDRESS LIST OF PARTICIPANTS ON TOT WORKSHOP, LTBP, BUJUMBURA, 7-17.07.99.

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APPENDIX 3

TRAINING OF TRAINERS AND COMMUNICATION SKILLS WORKSHOP, TIMETABLE

0830

1030

1100

1300

1500

1700

Day 1	Introduction		Target Groups		Target Groups
Day 2	Training Needs Assessment		Training Needs Assessment		Perception
Day 3	Training Aims and Objectives		Questions And Answers		Communication Processes
Day 4	Training Demonstration Session Planning a Training Session		Introduction to Training Resources,		
Day 5	Demonstration Training Session		Demonstration Training Session		Demonstration Training Session
Day 6	Listening Skills		Managing Discussions/ Group Dynamics		Assessment and Evaluation
Day 7	Resources Day		Resources Day		Resources Day / Participatory Programme Planning
Day 8	Options		Options		Options
Day 9	Using Role Plays		Presentations		Session and Programme Planning

Day 10	Training Programme Presentations		Training Programme Presentations		Training Programme Presentations Conclusion and Evaluation
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TRAINING MANAGEMENT AND FACILITATION SKILLS INVENTORY

This inventory is designed to help you assess your training, education, and facilitation skills and to identify areas that you feel you would like to improve.

Consider your own work situation.

- 1 Put a tick for each item in the appropriate column (put 2 ticks for emphasis if you wish)
- 2 Fill in the blank spaces with any additional skills that are relevant to you.
- 3 Go over the list and circle 3 items that you feel are your top priorities

Training Management and Facilitation Skills	I need to improve this	I do this moderately well	I do this well
Analyse training needs	12	4	1
Analyse target group characteristics	10	5	2
Set realistic objectives	4	9	5
Set measurable objectives	7	6	5
Identify suitable indicators of success	11	6	1
Encourage others to participate	2	11	4
Discuss errors openly	4	11	2
Give feedback to others	2	11	3
Motivate others	5	9	3
Listen to the ideas of others	1	12	4
Lead a brainstorming session	7	6	3
Present information clearly	7	8	3
Encourage people to have open minds	5	5	5
Involve others in problem solving	5	8	4
Use participatory methods	7	8	4
Prepare materials for different interest groups	11	6	1

Frame clear questions	5	8	3
Prepare project proposals	10	4	2
Communicate with a range of interest groups	1	11	1
Monitor progress	7	5	2
Plan programmes	4	6	6
Plan training sessions	8	2	1
Prepare training resources	8	2	1
Evaluate training and facilitation activities	13	4	
Design media campaigns	11	5	
Implement media campaigns	11	5	
Interview people	2	10	3
Work in teams	1	11	3
Manage your time	2	11	3
Manage stress	5	8	4
Resolve or manage conflict	7	9	2
Address large groups	3	7	4
Organise trips and visits	4	6	5
Communicate with scientists or scientists communicate with non-scientists	6	5	5



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EVALUATION QUESTIONNAIRE

1 Please complete the following questionnaire, indicating with a / the usefulness of the different topics to your present post and professional development.

Topic	Very useful	Useful	Of limited use	Comments
Target groups	14	4	1	Very important
Aims and objectives	14	6	1	Well-formulated and essential
Training Needs	11	8	1	
Perception	5	10	4	Always good to refresh memory
Questions and Answers	8	9	2	
Communication Processes	10	8		
Demonstration Session	7	6	5	Gave me the possibility to learn
Planning A Session	11	8	1	Never to forget Indispensable
Introduction to Resources	6	11	2	
Peer Group Practice Session	8	6	3	
Listening Skills	5	8	4	
Managing a Discussion/Group Dynamics	8	6	6	
Assessment & Evaluation	7	8	3	
Resources Day	2	10	2	
Options:	3	3		
1 TECC meeting	9	2	2	
2 Case Study	4	2	2	The time was too short
3 Computing				
Programme Planning	11	7	1	
Using Role Play	2	11	7	Helps in the management of the group and how to adapt moods

2 Are there any topics in question 1 on which you would have liked to have spent more or less time? Please indicate more or less time with a /

Topic	More time	Less time	Comments
Target groups	7	2	Well-timed (2)
Aims and objectives	12		1 day needed. Sometimes the concepts are difficult to distinguish. Well-timed (2)
Training Needs	8	2	Well-timed (2)
Perception	1	7	Well-timed (1) More adapted for our studies
Questions and Answers	3	6	Well-timed (1)
Communication Processes	6	2	Well-timed (1)
Demonstration Session	8	4	
Planning A Session	8	2	Well-timed (1)
Introduction to Resources	6	4	Well-timed. (1) We need to be shown a wide range of resources based on different materials, especially simple ones
Peer Group Practice Session	9	3	Would have been better to do it with the real target group. On the ground
Listening Skills	5	6	Well-timed (1)
Managing Discussion/Group Dynamics ^a	11	1	1 day or more Too rushed Well-timed (1)
Assessment & Evaluation	6	3	Well-timed (1)
Resources Day	4	5	Well-timed (1)
Options: 1 TECC meeting	3	1	Too rushed 1.5 days needed for a good action plan
2 Case Study	8	2	Rushed. Need more
3 Computing	6	1	Rushed. Needed own language
Programme Planning	11	1	Well-timed (1) More
Using Role Play	2	11	

3. Please list the three most useful parts of the 1course for you

Aims and Objectives	10	Peer Group Session	2
Planning a Programme	8	Case Study	2
Target Groups	6	Session Planning	2
Training Needs	3	Communications	2
Resources	3	Meeting together	2
Meeting in Country Teams	1	Presentations	1
Assessment & Evaluation	1	Managing a Discussion	1
Better knowledge of LTBP	1	Skills	1

4. Please list the three least useful parts of the course for you

Listening Skills	6	Evaluation	2
Perception	4	Resources Day	1
Options	3	Intro. To Resources	1
Communication Processes	3	Presentations	1
Demo. Sessions	2	Demo. Training sessions	1
Questions and Answer	2	Session Planning	1
Role Play	2	Nothing NOT useful	4

5. Please list any topics relating to your work that you would like to be included in future LTBP workshops or training events?

More SE in the environment	3	Topic on alternatives	1
Advances on SS	3	Biodiversity issues on LT	1
Case study in more detail	3	Understanding communities	1
Conflict Management	3	Producing PRAs	1
Resources for different target groups	3	Poster design by computer	1
Session Planning	2	Resource management	1
Programme Planning	2	Basic instructional techniques	1
Group Dynamics	2	Extension techniques	1
Facilitation skills	1	Evaluation techniques	1
Report writing skills	1	Communication processes	1

6 Do you perceive difficulties in implementing any of the methods and techniques you have experienced or participated in during this workshop? If so, which, when (the situation) and why?

- Yes because we didn't have time to work on different kinds of material or equipment to be used in communications
- Role play is not applicable for my programme (2)
- How to make a poster and how to use it
- Will there be funds available for T and EE?
- Computing techniques (2)
- Before I had some difficulties but after the workshop everything will be clear.
- Group dynamics. This was not discussed in details. In fact it was just mentioned in passing.

TANGRAMs because we don't have that kind of material

7 Please be free to comment on the trainers/facilitators of this workshop.

- Well-planned but we need more facilitators. One is not enough
- Good performance
- Both facilitators were very capable but I feel that it was a very taught for two people
- A drawn smile
- Very hard working and professional
- I feel that they should be given more such chance to develop on lake resources, and acquire more knowledge on sustainability use of biodiversity
- Workshop would have been much better if other people with specialised skills even within the region were identified and were given a chance to participate
- Having only two facilitators was tedious. For future add more facilitators
- They are ok but a variety of trainers would with different background and speciality would make the workshop more meaningful and interesting
- Staying with the same two person for 10 days becomes monotonous and hence lowers concentration
- Very good facilitators (very underlined) but constrained with time
- Good and worked v. hard
- They were good however activities planned were too much for the time, especially because there was translation
- Some prioritisation of topics could have been done and also we could have had French and English in different sessions which would have speeded up the sessions and given more time for discussion
- Gorgeous
- Simplicity and knowledge but the speed of teaching was a little bit fast
- It would be preferable to identify some local trainers so that on some occasions the facilitators would be able to rest a little bit. Plus being with the same facilitators for 10 days can start boring the participants
- The trainers worked well. I was particularly happy with the differences with past workshops. The content was better in comparison with past workshops and it was very useful to have handouts which will help to refresh the memory after the workshop
- They were very kind during the whole workshop and tried to stimulate the participation of all the participants. Their skills are admirable but sometimes translation was a little bit too fast
- Very good level, a lot of enthusiasm and very good approach techniques. Translations was very accurate. Bravo to both of you - a very good team
- Trainers very relaxed and competent. When the answers take long, don't be demotivated - be patient, spontaneity is not for everybody. The organisation was impeccable!
- This training was a good opportunity to recapitulate the knowledge that I have acquired before but it was more practical because of your competence. You have a lot of competence, theoretical and above all, practical
- Trainers and facilitators were very dynamic, smiling and the title trainer/facilitator really dignifies the name!

8 Please give any additional comments about the workshop (timetable, venue, resources, etc.).

- Calendar was overloaded but well-organised
- Calendar loaded. Next time we should leave the Saturday afternoon off.
- Next time make sure that you programme so that no-one has to leave before the end of the programme
- Good organisation in general but please advise the participants earlier and on the topics that will be taken (for PCU to note)
- It was a little bit too long. One day off would have been appreciated
- The programme was very loaded
- For the participants it would have been good to change venue with this meeting in order to have the occasion to know the other countries around the lake
- Resources were very sufficient and this was a great chance to give a proper framework to the team
- Apart that the workshop sometimes ended quite late, the rest was impeccable
- It would have been more useful if the trainers had prepared a booklet with different chapters and subjects rather than give out individual sheets. A complete handbook would be useful to refresh memories and all handouts would be kept together to be a good source of information
- These were alright however better housekeeping will help to get the participants more settled Trainers should not divorce themselves from all comforts/discomforts of the participants
- Venue too hot
- Good
- Timetable was OK. Venue had limited ventilation especially during the morning hours when it was uncomfortable
- Resources were adequate and relevant
- The venue was not conducive for study - noisy and hot
- Resources very little
- Quite fine. Activities were somewhat too much for some topics
- The timetable was very ok - it allowed participants to rest and prepare other things
- A bit too long - energy declined towards the end - maybe 6-8 days
- Maybe could introduce participants' own work (demo sessions, etc) as early as possible to allow them to think, plan etc their focus for subject learned
- The timetable was very rigid in a very warm venue. Participants need breaks to comprehend what is being taught
- Good