



giz

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WORLDWIDE CONSULTANTS

MOTIVE
TRAINING PEOPLE TO LIVE PROUDLY IN THE WORLD OF WORK

FACILITATION AND COACHING SKILLS TRAINING MANUAL

FOR EXTENSION WORKERS IN LAND MANAGEMENT

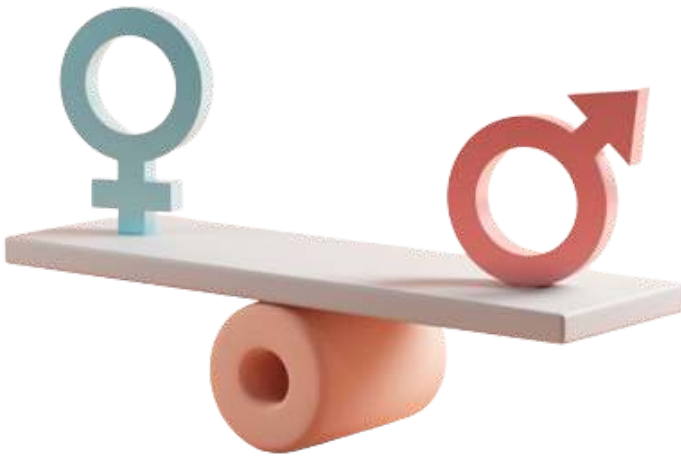
MOTIVE AFRICA



2024

Gender Consideration

Integrate gender considerations and perspectives throughout the training manual development and promote women's equality and women's empowerment as cross-cutting themes in all training modules and activities.. During the ToT Training, facilitators will focus on gender mainstreaming techniques to ensure participants have the knowledge and skills to address gender dynamics effectively.



Hence by adopting this inclusive approach to the training manual and ToT facilitation, gender considerations are integrated at all levels, ensuring that the materials are sensitive to the diverse needs, experiences, and aspirations of individuals. This approach promotes gender equality, challenges stereotypes, and fosters an inclusive learning environment that empowers all participants.



Cultural Consideration

This manual design process will prioritize the integration of cultural considerations and respect for the context in which it will be used. Recognizing the diversity of cultures and traditions within the target group, the manual will be developed with sensitivity towards cultural norms, values, and practices. Content will be carefully reviewed to ensure it aligns with cultural beliefs.

Examples and illustrations have been chosen to reflect the cultural diversity of the participants, fostering a sense of belonging and relevance. By taking cultural considerations into account, the manual aims to create a culturally responsive and respectful learning environment that values and celebrates the unique perspectives and experiences of the participants.

Consideration of Education Background



This manual is designed to minimize the impact of different educational backgrounds and cater to illiterate youth, women, and men. It will provide facilitators with the necessary tools and strategies to manage challenging scenarios effectively.

It is simplified, customized, and adaptable to meet the diverse needs and perspectives of the participants, empowering them to overcome literacy barriers and actively engage in the training process.

Methodology

Adult Learning Principle

The development of this manual is guided by adult learning principles, recognizing the unique characteristics and needs of adult learners. The content and instructional design are tailored to promote active participation, relevance, and practical application of knowledge. The manual incorporates strategies such as learner-centered approaches, hands-on activities, and real-life examples to engage and motivate adult learners. It takes into account the participants' prior knowledge and experiences, allowing for meaningful connections and a deeper understanding of the subject matter. Additionally, the manual promotes self-directed learning, providing opportunities for reflection, goal-setting, and independent problem-solving. By aligning with adult learning principles, the manual aims to create a supportive and effective learning experience that meets the specific needs and preferences of adult learners.

01 Concrete Experience



Actively engages in a real-life situation or experience, which could be a hands-on activity, a practical task, or an event that involves direct interaction with the environment.

02 Reflective Observation



Steps back from the experience and reflects upon what happened. They analyze and observe the events, their thoughts, and their feelings during the experience.

03 Abstract Conceptualization

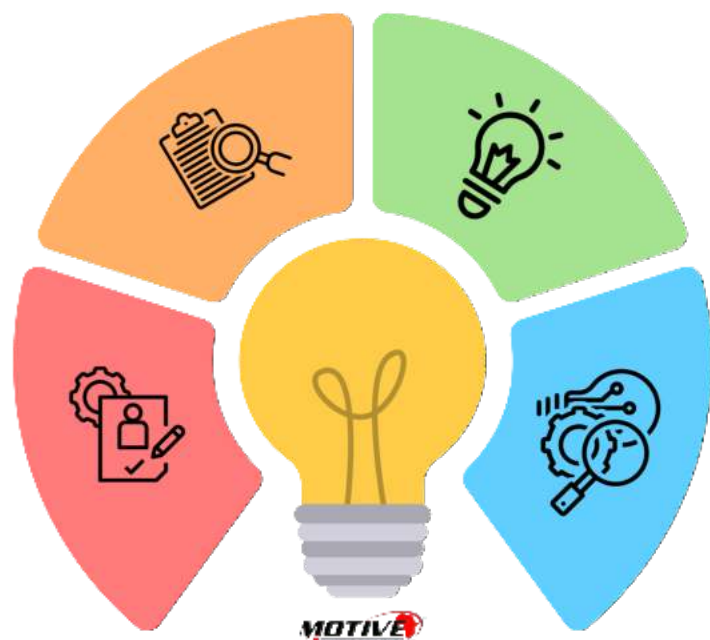


Starts to make sense of the experience by forming concepts, theories, and generalizations. Seek to connect the observed patterns and experiences to existing knowledge frameworks or theories.

04 Active Experimentation



Applies the insights gained from the previous stages to new situations or challenges. Develop action plans, test hypotheses, and engage in practical experimentation.



Kolb's Cycle of Experiential Learning

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Module One: INTRODUCTION	
Time Allocated	60 minutes
Learning objective	Participants will begin the session by introducing themselves and getting to know one another. They will actively work towards creating a positive and supportive learning atmosphere. Moreover, during this process, they will gain clarity on their individual expectations for the training program.
Learning Outcomes	Participants will demonstrate confidence as they introduce themselves and actively engage with one another. They will collaboratively work towards building a supportive learning environment. Moreover, they will take time to reflect on their personal learning goals and expectations and effectively communicate these to promote a shared understanding among the group.
Methodology	Brainstorming, Emoji Introduction, Journey Map, Group and Individual Activities
Materials	Marker, Flipchart, Picture emoji introduction, Scotch tap, white board or stand
Session	Session One: Welcome participants and introduce yourself as the facilitator.
	Session Two: Facilitation Journey Map
<p>Facilitator notes:</p> <p>Facilitate an inclusive and supportive learning environment by encouraging active participation, respect, and fostering connections. This establishes a strong foundation for the training program as participants comfortably share introductions and expectations.</p>	

WIFY (What in It for You)

The Introduction and Expectation module creates a positive learning environment with active participation, inclusivity, and meaningful connections. Clear goals and effective communication are established by reflecting on personal expectations and promoting collaboration, motivation, and active engagement in future sessions.

SESSION ONE: WELCOME PARTICIPANTS AND INTRODUCE YOURSELF AS THE FACILITATOR

"Emoji Introduction"

Instructions:

1. Ask each participant to think of three emojis that represent different aspects of their personality, interests, or experiences.
2. Give each participant an opportunity to share their three chosen emojis with the group, one at a time.
3. After sharing the emojis, participants can explain why they chose each emoji and what it represents for them.
4. Encourage the group to ask questions or make connections based on the emojis shared.
5. Continue around the group until everyone has had a chance to share their emojis and insights.
6. If desired, you can also ask participants to guess the meaning behind each other's emojis before the explanations are provided.

Example:

Participant 1:



Explanation: The first emoji represents my love for nature. The second one signifies my passion for reading and continuous learning. The third emoji reflects my interest in art and creativity. The fourth emoji represents my love for music, where melodies become the soundtrack of my life and bring emotions to life. The fifth one is signifying my passion for soccer, finding excitement and friendship on the field. Lastly, the bus emoji embodies my yearning to explore distant horizons, embracing the thrill of travel on the roads and the joy of discovering new destinations.

Participant 2:



Explanation: The first emoji symbolizes my love for seeding and planting, connecting with the Earth and nurturing life. The second one represents my passion for fishing,

finding tranquillity in the waters and appreciating the gifts of the sea. The third emoji signifies my joy in raising small ruminants, caring for animals with tenderness and compassion. The fourth one reflects my enjoyment of lakeside recreation, where I can unwind and be in harmony with nature. The fifth emoji stands for my love for natural tourism, exploring the world's beauty and diverse landscapes. Lastly, the bird watching emoji represents my fascination with avian creatures and their graceful presence in the skies.

This activity not only allows us to express ourselves through emojis but also enables us to understand and appreciate each other's unique interests and experiences. It fosters a sense of connection and friendship among participants, making the interaction even more enjoyable and meaningful. 🌟🤝❤️

Reflection Questions:

1. How did the "Emoji Introduction" activity help you to understand your fellow participants on a deeper level? Did you notice any common interests or experiences based on the emojis shared?
2. Reflecting on the emojis you chose, how do they represent different aspects of your personality, interests, or experiences? Did sharing these emojis provide any insights or connections with others?
3. In what ways did the "Emoji Introduction" activity contribute to creating a positive and supportive learning environment? How did it set the stage for building camaraderie and fostering connections among the participants?

SESSION TWO: FACILITATION JOURNEY MAP

Activity: " Journey Map"

- Provide each participant with a large sheet of paper and colored markers.
- Instruct participants to create a visual representation of their next day's journey, starting from their current skill level or knowledge and progressing towards their desired learning outcomes.
- Encourage them to include milestones, challenges, and key learnings they anticipate along the way.
- After completing their maps, ask participants to share their journey with a partner or in small groups, discussing their motivations and expectations.

Reflection Questions:

- How did creating a "Journey Map" help you visualize your Facilitation journey? Did it provide any insights or clarity about your current skill level, desired outcomes, and potential challenges?

- During the sharing session with your partner or group, what commonalities or differences did you notice in everyone's Facilitation journeys? Did any specific milestones or challenges stand out?
- Reflecting on your own "Journey Map," what actions or strategies do you think will be important for you to reach your desired learning outcomes? How can you leverage the insights gained from this activity to maximize your learning experience throughout the training program?

Exploring Expectations

- Conduct a group discussion on participants' expectations for the training program.
- Ask open-ended questions such as, "What do you hope to gain from this training?" and "What specific skills or knowledge do you want to develop?"
- Facilitate a brainstorming session where participants share their expectations on a flipchart or whiteboard.
- Encourage participants to build on each other's ideas and identify common themes or goals.

SESSION THREE: GROUP AGREEMENT

The Group Agreement is a critical step in creating a positive and respectful learning environment where all participants feel comfortable, valued, and engaged. During this 10-minute session, participants will collaboratively establish a set of ground rules that will guide their interactions throughout the training program.

Step 1: Introduce the Group Agreement

- Begin by explaining the purpose and importance of the Group Agreement.
- Emphasize that it is a collective effort to create an inclusive and supportive learning environment.
- Stress that the ground rules will help maintain a respectful and productive atmosphere for all participants.

Step 2: Brainstorming

- Facilitate an open discussion and encourage participants to share their ideas about the ground rules.
- Pose questions such as:
 - ✓ What behaviors or actions do we want to encourage during the training sessions?
 - ✓ How can we ensure everyone's voice is heard and respected?

- ✓ What can we do to create a safe space for sharing ideas and experiences?
- ✓ How can we handle disagreements or conflicting opinions constructively?

Step 3: Create the Group Agreement

- As participants share their ideas, write them down on the whiteboard or flip chart.
- Summarize and rephrase the suggestions to ensure clarity and understanding.
- Facilitate a brief discussion to address any potential conflicts or overlapping rules.

Example Ground Rules:

- **Active Listening:** We will listen attentively to each other without interrupting.
- **Respectful Communication:** We will communicate with courtesy, avoiding offensive language or personal attacks.
- **Confidentiality:** What is shared during the training sessions stays within the group.
- **Participation:** Everyone is encouraged to contribute and participate actively.
- **One Mic Rule:** We will use a designated speaker or hand-raising system to avoid speaking over each other.
- **Constructive Feedback:** We will provide feedback in a constructive and supportive manner.
- **Time Management:** We will adhere to the designated schedule to ensure a smooth flow of the sessions.
- **Open-mindedness:** We will remain open to diverse perspectives and be willing to learn from one another.

Step 4: Agreement and Commitment

- Once the ground rules are finalized, ask participants if they are in agreement with the Group Agreement.
- Request each participant to verbally commit to adhering to the established ground rules.

Step 5: Display the Group Agreement

- Write the finalized Group Agreement with all the ground rules on a large poster or flip chart.
- Display it prominently in the training room throughout the program.

Recap and Next Steps

- Summarize the key points discussed during the kick off training session.
- Reiterate the learning objectives and how they align with participants' expectations.
- Provide an overview of the next session, including any pre-work or materials required.
- Express enthusiasm for the next day's journey ahead and encourage participants to actively engage and make the most of the program.

Module Two: Understanding of Facilitation Principles and Approach	
Time Allocated	180 minutes
Learning objective	Equip participants with facilitation principles, approaches, and essential skills to create engaging learning environments, differentiate between facilitation and training, and effectively guide group interactions for successful learning outcomes.
Learning Outcomes	Participants will have developed a comprehensive understanding of facilitation principles and approaches. They will be equipped with the necessary skills to confidently facilitate engaging, collaborative, and effective learning experiences. Participants will be proficient facilitators capable of adapting their approach to meet the unique needs of different training contexts, thereby facilitating successful learning outcomes.
Methodology	Brainstorming, Individual Activities, Group Activities, Picture Drawing
Materials	Flipchart, Marker ,White bord or stand ,Scotch tap
Session	Session One: Facilitation Principles and Approaches
	Session Two: Facilitation Vs Training
	Session Three: Facilitator Skills
<p>Facilitator notes:</p> <p>Create an interactive and engaging environment. Use examples and case studies to demonstrate the impact of effective facilitation. Encourage participant participation and reflection. Guide participants in practicing facilitation skills through interactive exercises. Emphasize active listening, communication, and creating a safe space. Encourage questions and discussions. Connect facilitation skills to participants' contexts. Summarize key points and highlight the importance of ongoing skill development.</p>	

What In It for You (WIIFY)

Participants' comprehensive understanding of facilitation principles and approaches, along with their acquired skills, ensures they can confidently create engaging and effective learning experiences. Their proficiency in adapting to diverse contexts promises successful learning outcomes, bringing a sense of accomplishment and satisfaction in their growth as facilitators.

SESSION ONE: FACILITATION PRINCIPLES AND APPROACHES

Activity:

"Gallery Walk – Strategies for Building a Supportive Learning Environment"

Objective: The objective of this activity is to collectively explore and share the strategies, methodologies, actions, and skills that contribute to building a supportive learning environment. It encourages participants to reflect on their experiences, share best practices, and learn from each other to create an inclusive and engaging training atmosphere.

Instructions:

1. Prepare the Gallery Walk

- Prior to the session, prepare large posters or flip chart sheets, each representing a specific aspect of building a supportive learning environment. Examples could include "Active Listening," "Inclusive Language," "Encouraging Participation," and "Conflict Resolution."
- On each poster, write a brief description of the strategy, methodology, action, or skill associated with the topic.

2. Introduce the Gallery Walk

- Gather all participants in a designated area with the prepared posters displayed around the room.
- Explain the purpose of the activity: to collectively explore and share the strategies and skills that promote a supportive learning environment.

3. Gallery Walk Exploration

- Divide participants into smaller groups or pairs, each starting at a different poster.
- Instruct the groups to read the description on the poster and discuss their experiences related to the strategy or skill mentioned.
- Encourage participants to share real-life examples of how they have applied these strategies or skills in their facilitation practice.

4. Rotation and Reflection

- After spending sufficient time at one poster, instruct the groups to rotate to the next poster.
- As they move to a new poster, they should reflect on the strategies and skills discussed in the previous round and consider how they can incorporate them into their future facilitation sessions.
- Encourage them to jot down additional ideas or insights on sticky notes and place them next to the relevant posters.

5. Group Sharing and Discussion

- Bring all participants back together.
- Invite each group to share the key takeaways, insights, and new ideas they have gathered from the Gallery Walk.
- Facilitate a discussion to identify common themes and best practices that participants can implement in their facilitation approach.

Reflection Question

1. Which strategies or skills stood out to you during the activity?
2. Did you gain any new insights or ideas for building a supportive learning environment?
3. Share an example of how you have applied one of these strategies in your facilitation practice.
4. How do you believe a supportive learning environment enhances participants' learning experiences?
5. Were there any common themes or recurring strategies among the posters?
6. How can you integrate these strategies into your future facilitation sessions?
7. Discuss the role of active listening in fostering a supportive learning environment.
8. Share a positive experience where a supportive learning environment influenced a facilitation session's outcomes.

Facilitation: Brainstorming question

- What comes to your mind when you hear the term "facilitation"? Share your initial thoughts and perceptions.
- How would you define facilitation in your own words?
- How might facilitation differ in various settings, such as a business meeting, community gathering, or educational workshop?
- What do you think are the key elements that differentiate facilitation from other group processes like training or coaching?

- Can you think of any specific situations where facilitation would be beneficial? Explain why.

Facilitator Note:

Facilitation is a dynamic process where a trained facilitator guides a group to collaborate, communicate, and achieve goals effectively. It fosters a safe and inclusive environment for open discussions and collective decision-making, leading to improved outcomes and stronger relationships.

“A facilitator is someone who uses some level of intuitive or explicit knowledge of group process to formulate and deliver some form of formal or informal process interventions to help a group achieve what they want or need to do or get where they want or need to go.” Ned Ruete.

Facilitation Principles and Approaches

Facilitation Principles: In the context of farmer watershed and land management, facilitators maintain neutrality, ensuring all farmers' perspectives are valued. They practice active listening, respecting local knowledge and encouraging open communication. Facilitators guide farmers without directing, empowering them to make informed decisions. They create a safe environment for open discussions, encourage participation, and remain flexible and adaptable to farmers' unique needs.

Facilitation Approaches: Facilitators use farmers' meetings to gather insights and foster discussions. Participatory mapping helps visualize land and water resources. Demonstration plots allow learning from practical examples. Field visits and exchanges inspire new ideas. Through role-playing exercises, farmers explore approaches. Participatory decision-making and local knowledge integration ensure ownership and sustainability.

By following these principles and approaches, facilitators empower farmers to collectively build sustainable water and land management plans, connecting their ideas and experiences from previous activities.

SESSION TWO: FACILITATION VS TRAINING

Group Activity: "Training vs. Facilitation: Spot the Differences"

Objective: The objective of this group activity is to deepen participants' understanding of the differences between training and facilitation by engaging them in a collaborative and interactive exercise.

Instructions:

1. Divide participants into small groups of 3-5 people.
2. Provide each group with two large sheets of paper and markers.
3. Explain that the activity involves identifying and discussing the differences between training and facilitation.
4. Instruct each group to create two columns on the separate sheets of paper, labelling one as "Training" and the other as "Facilitation."
5. Allocate 10-15 minutes for group brainstorming and discussion.
6. Encourage each group to list the key characteristics, roles, and outcomes associated with training and facilitation in their respective columns.
7. After the allotted time, ask each group to present their findings to the rest of the participants.
8. Facilitate a group discussion, allowing participants to compare and discuss the differences identified by each group.
9. Encourage participants to reflect on the unique qualities and benefits of training and facilitation, and how they can be applied in different contexts.
10. Summarize the common differences between training and facilitation, emphasizing their distinct roles, approaches, and outcomes.

This group activity fosters collaboration, critical thinking, and deeper understanding of the differences between training and facilitation. It allows participants to engage in active discussion and reflection, enhancing their awareness of the unique qualities and approaches associated with each. The activity can be adapted based on the specific objectives, time available, and participant dynamics.

Facilitator Note: Facilitation Vs Training

Training	Facilitation
Instructor-led	Participant-cantered
Emphasis on knowledge transfer	Emphasis on group interaction and learning
Structured content delivery	Guided process facilitation
Focuses on skill development and learning	Focuses on collaboration and problem-solving

Typically, one-way communication	Two-way communication and dialogue
Expert-led	Neutral facilitator
Clear learning objectives	Flexible agenda
Assessments and evaluations	Emphasis on participant engagement
Instructor as the primary source of information	Facilitator guides participants' exploration

Debrief Questions:

1. How would you define facilitation based on the provided definition? How does facilitation make something easier or possible?
2. Can you provide an example of a facilitation session where the facilitator guided participants in understanding easier ways to address climate-related challenges? What were the outcomes achieved?
3. In the group activity "Training vs. Facilitation: Spot the Differences," what were some key differences identified between training and facilitation? How do these differences impact the roles and approaches of trainers and facilitators?
4. As a facilitator, what are some key characteristics or behaviours you should exhibit to create a participant-centred and collaborative learning environment?
5. How does a facilitator's role differ from that of a trainer? What are the distinct responsibilities and approaches associated with each role?

SESSION THREE: FACILITATION SKILLS

Group Activity: Picture Drawing - Enhancing Facilitation Skills

Objective: Participants will develop and enhance their facilitation skills through a creative picture drawing activity. Picture-drawing

Instructions:

- Divide participants into pairs or small groups.
- Provide each group with a large sheet of paper and drawing materials (markers, coloured pencils, etc.).
- Explain that each group will be assigned a facilitation skill to represent through a picture drawing.

- Give the groups 10–15 minutes to discuss and brainstorm ideas on how to represent their assigned facilitation skill visually.
- Participants should collaborate and create a visual representation of the facilitation skill on the provided sheet of paper using drawings, symbols, and text.
- After the allocated time, each group presents their drawing to the rest of the participants, explaining the key elements and concepts depicted.
- Facilitate a discussion among all participants to discuss and explore the different visual representations of facilitation skills and their significance.
- Encourage participants to reflect on how these skills can be effectively applied in various facilitation scenarios.
- Summarize the key insights and learning points from the activity, highlighting the importance of visual communication and creativity in facilitation.

Note: If the group size is large, you can conduct this activity as a gallery walk, where each group displays their drawing on a wall or table, and participants rotate to view and discuss each visual representation.

Facilitator Note: Facilitator skills:

- | | |
|--------------------------------|-----------------------------------|
| 1. Active Listening | 13. Group Dynamics |
| 2. Effective Communication | 14. Facilitation Techniques |
| 3. Empathy | 15. Creativity |
| 4. Neutrality and Impartiality | 16. Flexibility |
| 5. Conflict Resolution | 17. Open-mindedness |
| 6. Time Management | 18. Patience |
| 7. Adaptability | 19. Empowerment |
| 8. Problem-Solving | 20. Trust-building |
| 9. Decision-Making | 21. Cultural Sensitivity |
| 10. Consensus Building | 22. Nonverbal Communication |
| 11. Mediation | 23. Reflection and Self-awareness |
| 12. Emotional Intelligence | |

These skills are essential for facilitators to effectively guide group processes, promote collaboration, manage conflicts, and create a supportive and inclusive environment for participants.

Debrief Questions:

1. What did you learn from the picture drawing activity about facilitation skills?

2. How did the visual representations enhance your understanding of the facilitation skills?
3. Which facilitation skills do you think are most important in creating a positive and productive facilitation environment? Why?
4. How has your understanding of facilitation evolved?
5. What key insights or takeaways will you carry forward to enhance your effectiveness as a facilitator?

Module Three: Adult Learning	
Time Allocated	300 Minutes
Learning objective	To understand the principles and characteristics of adult learning and their implications for effective teaching and facilitation.
Learning Outcomes	Participants will apply adult learning principles, use learner-centered approaches, and create engaging and supportive learning environments for adult learners. They will incorporate real-life examples, interactive techniques, and diverse strategies to enhance the learning experience.
Methodology	Brainstorming, Individual activities, Group Activities
Materials	Flipchart, Marker
Session	Session One: Understanding adult learning
	Session Two: Experiential Learning Model.
	Session Three: Facilitator Techniques
	Session Four: Role of a facilitator in the training process and Skill
	Session Five: Powerful Debrief
Facilitator notes:	
<p>During this session on adult learning, create an inclusive and participatory environment. Use real-life examples and activities to deepen understanding of adult learning principles. Encourage reflection on teaching practices and provide practical strategies for learner-centered approaches. Emphasize adapting content to meet diverse needs and preferences. Encourage active engagement, collaboration, and ongoing professional development.</p>	

What In It for You (WIIFY)

Adult learning tailors learning experiences to adult characteristics and needs. It focuses on relevance, practicality, and active engagement. Interactive methods are effective. A supportive, inclusive environment, collaboration, and reflection are essential. Acknowledging diverse backgrounds and prior knowledge is crucial. Customizing learning for adults promotes personal and professional growth.

SESSION ONE: UNDERSTANDING ADULT LEARNING

Brainstorming Question

- What is adult Learning?
- Why are Principles obligated to use facilitation techniques?

Activity: "Learning Preferences"

Objective: The objective of this activity is to help participants understand and apply adult learning principles by exploring their own learning preferences and discussing their implications for training design and delivery.

Instructions:

1. Divide participants into small groups of 3-4 people.
2. Provide each group with a set of index cards or sticky notes and markers.
3. Explain that the activity focuses on adult learning principles and learning preferences.
4. Instruct each participant to write down their preferred learning style or preference on an index card or sticky note. For example, they can write "visual learner," "auditory learner," "kinesthetic learner," or "reading/writing learner."
5. Once everyone has written down their preference, ask each participant to briefly share their learning style with the group.
6. Facilitate a group discussion by asking the following questions:
 - How does your learning preference influence the way you like to receive and process information?
 - In what ways can a facilitator incorporate various learning preferences to accommodate different participants?
 - How can understanding and considering participants' learning preferences enhance the learning experience?
 - Are there any challenges or limitations in catering to diverse learning preferences?
7. Encourage participants to brainstorm and share strategies for incorporating different learning preferences in training design and delivery.

8. After the discussion, ask each group to create a visual representation or summary of their key insights and strategies on a large poster or flip chart paper.
9. Allow each group to present their findings to the rest of the participants.
10. Facilitate a final group discussion, highlighting the main points and insights shared by each group.

This activity promotes active engagement, reflection, and discussion around adult learning principles and learning preferences. It encourages participants to consider the diverse needs and preferences of adult learners and provides an opportunity to explore strategies for creating inclusive and effective training experiences.

Adult Learning Principles

- 1. Self-Directed and Autonomous:** Adult learners prefer to take responsibility for their own learning. They want to have control over their learning process, set their goals, and make choices related to their learning activities. **Example:** In a climate change workshop, adult learners may be interested in selecting specific topics within the realm of climate land management that align with their life and business goals or personal interests.
- 2. Prior Experience and Knowledge:** Adult learners bring a wealth of life experiences, work experiences, and prior knowledge to the learning environment. They appreciate opportunities to connect new information with their existing knowledge base. **Example:** In a training session on sustainable agriculture practices, adult learners with farming experience may appreciate discussions that relate their previous experiences to the principles of climate-friendly farming.
- 3. Goal-Oriented:** Adult learners usually have specific goals or objectives in mind when participating in a training session. They seek practical and applicable knowledge that they can use to improve their performance or address real-life challenges. **Example:** Adult learners attending a training on climate-resilient urban planning may have the goal of incorporating climate adaptation strategies into their city's infrastructure development plans.
- 4. Relevancy and Application:** Adult learners are motivated when they see the immediate relevance of the training content to their personal or professional lives. They appreciate learning experiences that offer practical applications and tangible outcomes. **Example:** In a training session on sustainable forestry management, adult learners may be engaged when they learn about specific

techniques and practices that help preserve biodiversity or reduce carbon emissions.

- 5. Diverse Learning Styles:** Adult learners have individual preferences for how they prefer to learn and process information. Some may be visual learners, while others may prefer hands-on activities or discussions. **Example:** When designing a training session on climate land management, the facilitator may incorporate visual aids, interactive exercises, and group discussions to cater to the diverse learning styles of adult participants.
- 6. Time Constraints and Life Responsibilities:** Adult learners often juggle multiple responsibilities, including work, family, and other commitments. They may have limited time available for training, so they value efficient and focused learning experiences. **Example:** The facilitator of a climate change workshop may structure the session to optimize time by focusing on the most critical concepts, providing succinct explanations, and emphasizing practical implementation strategies.

Understanding these characteristics helps facilitators tailor their training approaches to meet the specific needs and preferences of adult learners. By acknowledging their prior experiences, promoting active engagement, and delivering relevant and applicable content, facilitators can create a supportive and effective learning environment for adult participants in climate land management training.

Debrief (10 minutes)

Facilitator: Please return to your seats. Let's combine our thinking and reflect on the learner behaviours, facilitator behaviours, and principles of adult learning.

Facilitator: What were some learner behaviours from your lists that address Principle 1? (Learners decide how much they learn about the topic. There are no grades and no mandatory assignments.)

Participant: [Participants share their observations or behaviours related to self-directed learning and taking ownership of their learning.]

Facilitator: Great! How about Principle 2? (The facilitator acknowledges the experiences, stories, and perspectives offered by each learner by asking them to share their current knowledge.)

Participant: [Participants share their observations or behaviours related to acknowledging and valuing learners' experiences and perspectives.]

Facilitator: Excellent. Now let's discuss Principle 3. What approaches from your lists address Principle 3? (The learning is immediately applicable to a problem they are facing or will face in the near future.)

Participant: [Participants share their observations or behaviours related to the practical applicability of the learning to real-life situations.]

Facilitator: Well, done. Moving on to Principle 4. What were some facilitator behaviours from your lists that address Principle 4 of adult learning? (The facilitator describes how learning the concept will benefit the learners in their lives.)

Participant: [Participants share their observations or behaviors related to facilitators emphasizing the relevance and benefits of the learning.]

Facilitator: Excellent insights. Let's now discuss Principle 5. What were some descriptions from your lists that address Principle 5? (Any in-class or homework is work learners can apply to their lives.)

Participant: [Participants share their observations or behaviours related to assignments or activities that have practical application and relevance to learners' lives.]

Facilitator: Great input. Lastly, Principle 6. What were some learner behaviours from your lists that address Principle 6? (The facilitator encourages discussion and invites opinions. All contributions are valued and encouraged.)

Participant: [Participants share their observations or behaviours related to active participation, discussion, and the exchange of ideas.]

Facilitator: Thank you all for your valuable contributions. Adult learning principles remind us that if we are to motivate adults, we must demonstrate the value and relevance of the learning to them. This helps keep learners engaged throughout their learning journey.

Facilitator: How did you feel when discussing the principles? Did you find them relatable and applicable to your learning experiences?

Participant: [Participants share their feelings or reflections on the principles and their relevance to their own learning experiences.]

Facilitator: Lastly, let's discuss which principles you find difficult to apply and why. Please share your thoughts.

Participant: [Participants share their challenges or difficulties in applying specific principles and provide reasons or examples.]

By conducting this debrief, participants can reflect on the observed behaviours, reinforce the importance of adult learning principles, and have an opportunity to express their thoughts and challenges related to applying these principles.

SESSION TWO: EXPERIENTIAL LEARNING MODEL

Activity: Problem-Solving Simulation

Objective: To engage participants in an experiential learning activity that involves problem-solving and decision-making.

Instructions:

1. Divide participants into small groups of 4-6 people.
2. Provide each group with a case study or scenario that presents a challenging problem or decision-making situation relevant to their field or topic of interest.
3. Explain to the groups that they will work together to analyze the problem, brainstorm potential solutions, and make a collective decision.
4. Encourage the groups to apply the four steps of the experiential learning model:
 - Step 1: Concrete Experience: Ask the groups to read and discuss the case study, focusing on understanding the problem and its context.
 - Step 2: Reflective Observation: Instruct the groups to reflect on the different perspectives, observations, and insights from the case study, encouraging them to consider various angles and potential implications.
 - Step 3: Abstract Conceptualization: Guide the groups to analyze the information gathered, identify underlying concepts or principles, and explore potential strategies or approaches for solving the problem.
 - Step 4: Active Experimentation: Prompt the groups to develop an action plan or strategy based on their analysis and insights. Encourage them to consider potential challenges, risks, and possible outcomes.
5. Allow the groups sufficient time to discuss and develop their solutions. Emphasize the importance of collaboration, active participation, and shared decision-making.
6. Once the groups have finalized their solutions, ask each group to present their problem-solving approach, explaining the rationale behind their decision.
7. Facilitate a group discussion to explore different perspectives, compare approaches, and highlight key learning points from the activity.
8. Summarize the activity by emphasizing the experiential learning process and its relevance to real-life problem-solving situations.
9. Encourage participants to reflect on their individual learning experiences and consider how they can apply the problem-solving strategies and decision-making techniques in their own professional contexts.

This activity engages participants in a hands-on problem-solving experience, allowing them to actively apply the principles of the experiential learning model. It promotes collaboration, critical thinking, and decision-making skills while providing a

practical learning opportunity for participants to develop and refine their problem-solving abilities.

Reflection Questions:

1. How did the problem-solving simulation activity contribute to your understanding of the experiential learning model?
2. What were some challenges you encountered during the activity, and how did you overcome them as a group?
3. Reflecting on your group's problem-solving approach, what aspects of the experiential learning model did you find most helpful in reaching a collective decision?

The four-step model of experiential learning is (Kolb et al, 2000)

1. Concrete experience: Engaging our senses to perceive new information.
2. Reflective observation: Observing others' actions and reflecting on the outcomes.
3. Abstract conceptualization: Analyzing and thinking about the information.
4. Active experimentation: Applying the knowledge in practical situations.



Experiential Learning Styles

1. Imaginative Learners (Divergers):

Imaginative learners, also known as divergers, have a strong inclination towards the concrete experience and reflective observation aspects of the learning process. They thrive in group settings where they can gather information and collaborate with others. These learners have a unique ability to analyse concrete situations from

various angles, allowing them to consider multiple perspectives and generate innovative ideas. Their open-mindedness and appreciation for personal involvement and interaction contribute to their effective learning experience.

2. Analytic Learners (Assimilators):

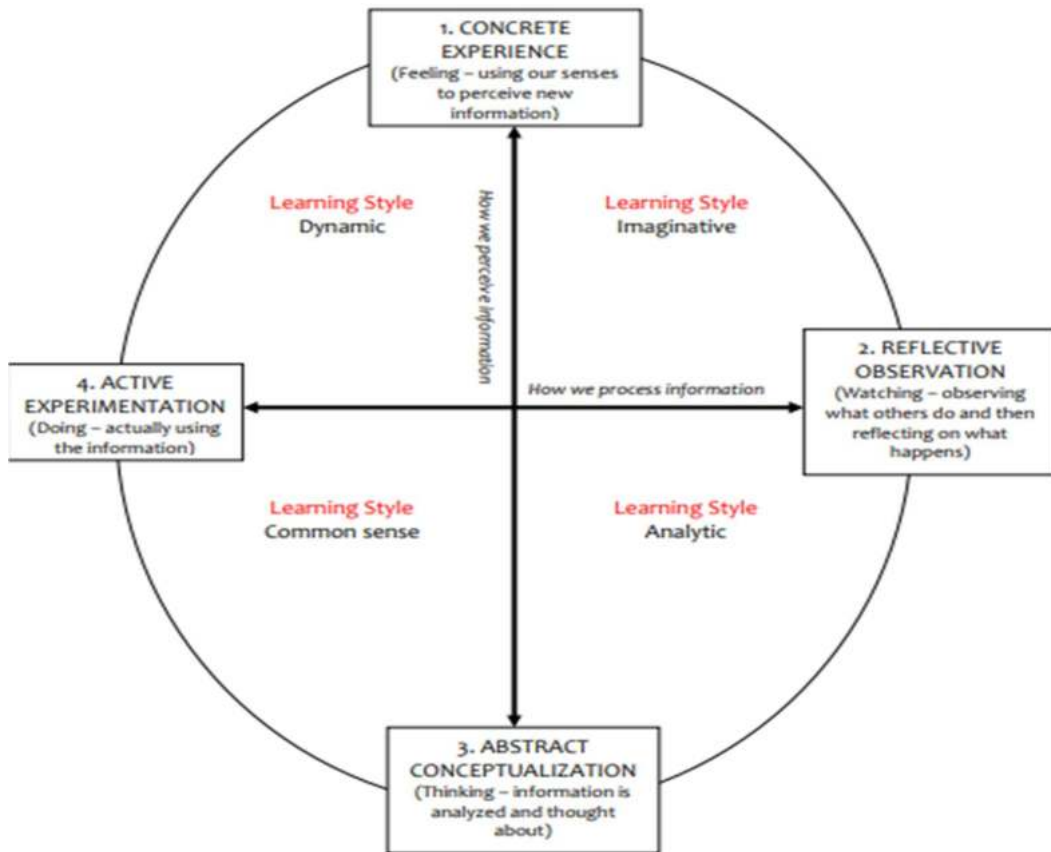
Analytic learners, also known as assimilators, excel in the areas of abstract conceptualization and reflective observation. They have a knack for processing vast amounts of information and distilling it into a succinct and coherent format. These learners are primarily interested in ideas, theories, and abstract concepts, and tend to prefer learning methods such as reading, lectures, and working with analytical models. They highly value expert knowledge, data, and analysis in their learning journey.

3. Common Sense Learners (Convergers):

Common sense learners, also known as convergers, exhibit strengths in abstract conceptualization and active experimentation. They excel in taking abstract ideas and theories and applying them to real-world situations, showcasing their problem-solving skills. They tend to prefer technical tasks over social or interpersonal ones, and they thrive in learning environments that offer simulations and practical applications. These learners highly value direct involvement, hands-on practice, and active experimentation as they engage with the subject matter.

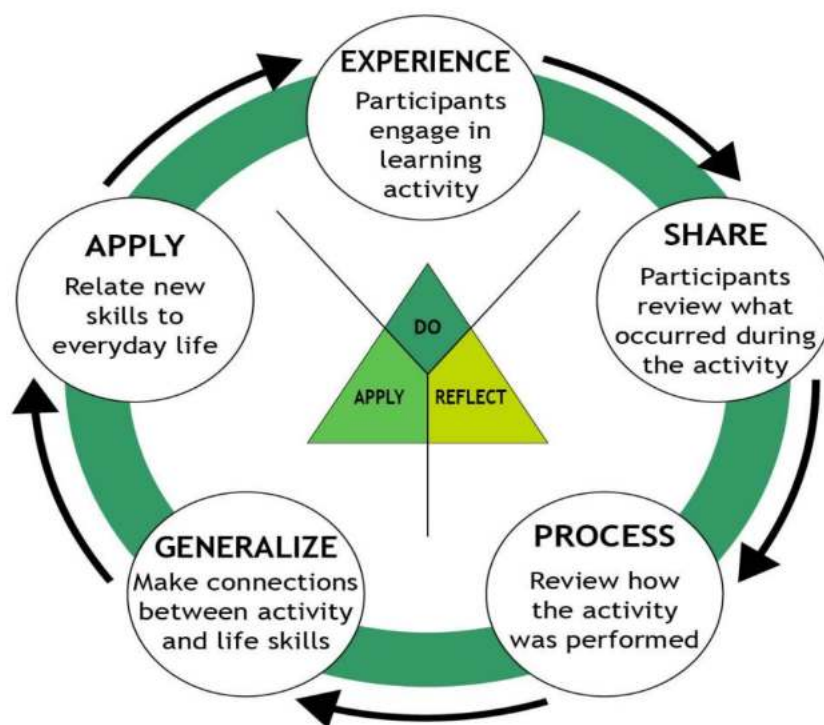
4. Dynamic Learners (Accommodators):

Dynamic learners, also known as accommodators, possess strengths in concrete experience and active experimentation. They learn best through hands-on experiences and rely more on interpersonal interactions for information when solving problems. They often prioritize task completion and tend to trust their instincts over relying solely on logical analysis. Dynamic learners thrive in collaborative environments, enjoy setting goals, engaging in field work, and exploring diverse approaches to complete a project.



Experiential Learning Processes

The experiential learning process is cyclical, as individuals move through these steps repeatedly to deepen their understanding and refine their learning. It encourages a holistic approach to learning by integrating concrete experiences, reflection, conceptualization, and active application of knowledge.



Experiential Facilitation Styles

Experiential facilitation styles refer to different approaches that facilitators can use to create engaging and interactive learning experiences. These styles align with the experiential learning model and cater to the diverse needs and preferences of learners.

Engaging

- ✓ Getting your participants to be a part of experiential learning.
- ✓ Create curiosity and excitement to generate interest and active participation.
- ✓ Connect participants' past experiences with the new knowledge they are learning to make learning more relatable and meaningful.
- ✓ Incorporate reflecting activities to encourage participants to reflect on their experiences and make connections to their learning

Informing

- ✓ Facilitator gives information.
- ✓ Provide new topic information, often using a lecture format, to introduce and explain key concepts.
- ✓ Process information about the group itself through within-group activities, fostering self-awareness and group dynamics.
- ✓ Encourage the use of concepts to understand and interpret personal experiences.

Involving

- ✓ Participants get involved through experimentation.
- ✓ Encourage learning by practice, allowing participants to apply their knowledge in hands-on activities.
- ✓ Shift the focus to the learner rather than the facilitator, promoting active engagement and participation.
- ✓ Increase interaction among the participants through group discussions, collaborative exercises, and experiential activities

Applying

- ✓ Planning for how your participants will apply their knowledge.
 - ✓ Create connections between classroom knowledge and the real world by discussing practical applications and real-life scenarios.
 - ✓ Facilitate discussions on how participants can transfer and apply their learning in their personal and professional lives.
 - ✓ Encourage participants to develop action plans and strategies to implement their newfound knowledge and skills
-

By incorporating these experiential facilitation techniques, facilitators can create dynamic and impactful learning experiences that promote active engagement, deep understanding, and practical application of knowledge.

SESSION THREE: FACILITATOR TECHNIQUES

Facilitator techniques are essential tools for creating an interactive and engaging learning environment, promoting effective communication, and maximizing participant involvement and learning outcomes.

Facilitator techniques:

- | | |
|---------------------------------|-----------------------------|
| 1. Active Listening | |
| 2. Questioning | 11. Role-playing |
| 3. Paraphrasing and Summarizing | 12. Case Studies |
| 4. Visual Aids | 13. Storytelling |
| 5. Brainstorming | 14. Demonstrations |
| 6. Small Group Discussions | 15. Group Decision-making |
| 7. Icebreakers and Energizers | 16. Consensus Building |
| 8. Time Management | 17. Mind Mapping |
| 9. Conflict Resolution | 18. Polling or Voting |
| 10. Feedback and Reflection | 19. Debates |
| | 20. Scenario-based Learning |
-

These facilitator techniques can be applied in various learning and group settings to foster engagement, collaboration, critical thinking, and effective learning outcomes.

SESSION FOUR: ROLE OF A FACILITATOR IN THE TRAINING PROCESS AND SKILL

Activity: "Facilitator's Journey"

Objective: The objective of this activity is to allow participants to explore and discuss the role of a facilitator in the training process, and to identify key skills and qualities necessary for effective facilitation.

Instructions:

1. Divide participants into small groups of 4-6 people.

2. Provide each group with a large sheet of paper and markers.
3. Explain that each group will imagine themselves as facilitators and create a visual representation of their journey throughout a training process.
4. Instruct the groups to divide the paper into sections to represent different stages of the facilitator's journey (e.g., Preparation, Delivery, Interaction, Evaluation, Reflection).
5. Allocate 15–20 minutes for group brainstorming and discussion on each stage, focusing on the facilitator's role and tasks required.
6. Encourage the groups to illustrate their ideas with drawings, keywords, or symbols in each section of the paper.
7. After the allotted time, ask each group to present their "Facilitator's Journey" to the rest of the participants, explaining their visual representation and highlighting the key aspects of each stage.
8. Facilitate a group discussion, allowing participants to compare and discuss the similarities and differences in the identified roles and task of the different groups.
9. Emphasize the importance of each stage in the facilitator's journey necessary to effectively fulfil those roles.
10. Summarize the common themes and insights identified by the groups, reinforcing the importance of preparation, active interaction, evaluation, and reflection in the facilitation process.

This activity allows participants to engage in a collaborative exploration of the role of a facilitator in the training process. The activity can be adapted based on the specific training context, time available, and participant dynamics.

Facilitator Note: The role of a facilitator in the training process is multi-faceted and encompasses various responsibilities. Here are the key aspects of a facilitator's role:

1. Creating a Supportive Learning Environment:
 - Establish a safe and inclusive space where participants feel comfortable expressing their thoughts, opinions, and concerns.
 - Foster a positive and respectful atmosphere that encourages active participation and collaboration among participants.
 - Set ground rules and norms to ensure mutual respect, open communication, and a focus on learning.
2. Guiding and Structuring the Learning Process:
 - Develop a clear training plan and agenda that aligns with the learning objectives and desired outcomes.

- Lead participants through structured activities, discussions, and exercises that facilitate learning and engagement.
 - Provide guidance and direction to ensure that the training session stays on track and the learning goals are achieved.
3. Facilitating Active Learning and Participation:
- Promote active learning by incorporating interactive and experiential learning activities.
 - Encourage participants to share their experiences, insights, and ideas related to the training content.
 - Use effective questioning techniques to stimulate critical thinking, reflection, and deeper understanding.
4. Providing Clarification and Support:
- Clarify complex concepts, theories, or information to ensure participants' understanding.
 - Respond to participants' questions, concerns, and requests for clarification promptly and accurately.
 - Offer additional resources, examples, or explanations to enhance participants' comprehension and application of the training material.
5. Managing Group Dynamics:
- Observe and manage group dynamics, ensuring equal participation and respectful interaction among participants.
 - Facilitate discussions to ensure that all voices are heard and diverse perspectives are considered.
 - Mediate conflicts or disagreements that may arise and guide the group towards constructive resolution.
6. Monitoring and Assessing Progress:
- Regularly assess participants' learning progress and adjust the facilitation approach as needed.
 - Use formative assessments, such as quizzes, discussions, or practical exercises, to gauge participants' understanding and application of the training content.
 - Provide constructive feedback and reinforcement to support participants' growth and development.
7. Encouraging Reflection and Application:
- Foster opportunities for participants to reflect on their learning and connect it to their real-life situations or work contexts.
 - Facilitate discussions or activities that encourage participants to brainstorm practical strategies for applying their learning.

- Promote the transfer of knowledge and skills from the training session to participants' daily work or personal lives.
8. Continuous Professional Development:
- Engage in ongoing professional development to enhance facilitation skills, knowledge, and effectiveness.
 - Stay informed about emerging trends, best practices, and innovative approaches in facilitation and related subject areas.
 - Reflect on personal facilitation practices and seek feedback to continuously improve facilitation skills.

In summary, the role of a facilitator in the training process involves creating a supportive learning environment, guiding the learning process, facilitating active participation, providing clarification and support, managing group dynamics, monitoring progress, encouraging reflection and application, and engaging in continuous professional development. By fulfilling these responsibilities, facilitators can optimize the learning experience for participants and facilitate their growth and development.

Debrief Questions:

1. What are some key responsibilities of a facilitator in creating a supportive learning environment during a training session?
2. How does a facilitator guide and structure the learning process to achieve the training objectives?
3. What strategies can a facilitator use to promote active learning and participation among participants?
4. How does a facilitator provide clarification and support to ensure participants' understanding of the training content?
5. What are some effective approaches for managing group dynamics during a training session?

SESSION FIVE: POWERFUL DEBRIEF

Objective: Equip participants with the skills and strategies to conduct powerful debriefs after learning activities or experiences.

Session Outline:

Introduction and Overview

- Provide a brief introduction to the session and its objectives.
- Explain the importance of effective debriefing in maximizing the learning outcomes and insights gained from experiences.

Understanding the Purpose of Debriefs

- Discuss the significance of debriefing as a reflective process to extract meaning and insights from learning activities or experiences.
- Facilitate a group discussion to explore the benefits of debriefing and its impact on individual and group learning.
- Share examples of powerful debriefs and their outcomes.

Essential Components of a Debrief

- Introduce the essential components that contribute to a powerful debrief reflection, analysis, and application.
- Engage participants in a brainstorming activity to generate ideas and examples of how each component can be incorporated into a debrief session.
- Encourage participants to share their experiences and insights on conducting effective debriefs.

Strategies for Engaging Debriefs

- Present various strategies and techniques to make debriefs interactive and engaging.
- Conduct a mini workshop where participants practice using different strategies, such as visualizations, small group discussions, or storytelling, to enhance the debriefing process.
- Divide participants into pairs or small groups and assign them a debriefing scenario to role-play using a specific strategy.
- Participants observe and provide feedback on the effectiveness of each other's debriefing techniques.

Creating a Safe and Supportive Environment

- Discuss the importance of creating a safe and supportive environment for participants to openly share their thoughts and feelings during a debrief.
- Introduce guidelines for fostering a positive debriefing environment, such as active listening, respect for diverse perspectives, and confidentiality.
- Conduct a group activity where participants collaborate to create a set of debriefing ground rules that promote open and constructive dialogue.

Practical Application of Debriefing Techniques

- Provide participants with a case study or simulation related to the session's topic.
- In small groups, participants facilitate a debriefing session using the strategies and techniques discussed.
- Each group presents their debriefing process, highlighting the strategies employed and the insights gained from the activity.
- Encourage participants to offer feedback and suggestions to enhance the debriefing sessions.

DO'S AND DON'TS FOR POWERFUL DEBRIEFS

DO's	DON'Ts
Create a safe and supportive environment	Dominate the discussion
Actively listen to participants	Interrupt or dismiss participants' perspectives
Encourage open and honest sharing	The judge or criticize participants' opinions
Use open-ended questions to promote reflection	Ask leading or closed-ended questions
Facilitate dialogue and discussion	Monopolize the conversation
Allow for diverse perspectives and opinions	Discount or ignore participants' experiences
Summarize and synthesize key insights	Overwhelm participants with too much information
Emphasize learning and growth	Assign blame or focus on mistakes
Provide constructive feedback and guidance	Make assumptions or generalize experiences
Foster a collaborative and inclusive atmosphere	Create a hostile or judgmental atmosphere

These DO's and DON'Ts serve as guidelines to conduct powerful debriefs and create a positive and impactful learning experience for participants.

Reflection and Action Planning

- Facilitate a reflective discussion where participants share their key takeaways from the session.
- Engage participants in an individual or small group activity where they identify one or two debriefing strategies, they would like to implement in their future facilitation practice.
- Participants create an action plan outlining how they will incorporate these strategies into their debriefing sessions.

Wrap-up and Conclusion

- Summarize the key points covered in the session.
- Encourage participants to reflect on the importance of powerful debriefs and their role in enhancing learning experiences.
- Provide resources or references for further exploration of debriefing techniques.

Note: This session can be adapted and modified based on the specific needs and context of the participants. The activities and discussions should be interactive and engaging, allowing participants to practice and apply the strategies in a supportive learning environment.

Module Four: Designing PRE-COURSE Facilitation Planning	
Time Allocated	300 Minutes
Learning objective	The objective of this session is to enable participants to effectively design pre-facilitation planning for training programs. Participants will understand the importance of comprehensive pre-planning in creating successful and engaging learning experiences and will know how to consider inclusive by facilitation planning and practice
Learning Outcomes	Participants will learn to design effective pre-facilitation planning for training programs. They will understand the importance of thorough pre-planning in creating engaging learning experiences. Additionally, participants will be equipped to consider inclusivity in their facilitation approach, accommodating diverse needs and fostering equal participation. By the end of the session, they will be capable of creating a supportive and inclusive learning environment that meets the specific requirements of all participants
Methodology	Brainstorming, Individual Activities, Group Activities
Materials	Flipchart Marker
Session	Session One: Designing pre-course planning
	Session Two: Inclusive Facilitation
<p>Facilitator notes:</p> <p>During this session on pre-course facilitation planning, create an interactive and collaborative learning environment. Emphasize understanding participants' needs and aligning learning objectives. Use practical examples and case studies to illustrate effective planning strategies. Guide participants in developing a comprehensive facilitation plan. Encourage reflection and problem-solving. Facilitate discussions and knowledge sharing. Provide ample opportunity for questions and clarification. Summarize key takeaways and highlight the importance of pre-course planning for success.</p>	

WIIFY (What in It for You)

Pre-course facilitation planning enhances the learning experience by understanding participants' needs, setting clear objectives, and tailoring content and activities. It ensures a well-structured program, maximizes engagement, and achieves desired outcomes. By addressing potential challenges, it ensures a successful learning journey for all participants.

SESSION ONE: DESIGNING PRE-COURSE PLANNING

Group Activity: "Planning for Success"

Objective: To assess participants' understanding of pre-course facilitation planning and their ability to apply the concepts discussed in Session One.

Instructions:

1. **Forming Groups:** Divide participants into small groups of 3-4 members.
2. **Scenario Presentation:** Provide each group with a different training scenario related to a specific topic (e.g., "Effective Communication Skills Training," "Sustainable A land management Techniques training," "Water shade management techniques," etc.).
3. **Develop a Pre-Course Plan:** Instruct each group to work together and develop a pre-course facilitation plan for the given scenario.
4. **Presentation:** Give each group a specific time limit (e.g., 20 minutes) to complete their pre-course plan. Afterward, each group presents their plan to the rest of the participants.
5. **Peer Review and Feedback:** As each group presents their plan, encourage other participants to actively listen and provide constructive feedback. They can ask questions, offer suggestions for improvement, or highlight elements they find particularly effective.
6. **Discussion and Reflection:** Facilitate a group discussion after all presentations. Encourage participants to share insights, lessons learned, and any challenges they encountered while developing the pre-course plans.
7. **Identifying Best Practices:** Facilitate a discussion to identify common best practices and effective strategies that emerged from the different pre-course plans. Highlight the importance of thorough pre-planning and inclusivity in creating successful and engaging training programs.

Closing Remarks: Summarize the key takeaways from the activity and emphasize the significance of applying these planning concepts in their future facilitation endeavors.

Conclusion: Through the "Planning for Success" group activity, participants will demonstrate their understanding of pre-course facilitation planning concepts and

their ability to apply them in different training scenarios. The peer review and feedback session will foster a collaborative learning environment, allowing participants to learn from each other's insights and build a solid foundation for creating impactful and inclusive training programs

Phase One: Developing Learning Objectives

- Understanding the importance of clear learning objectives
- Identifying measurable and achievable learning outcomes
- Writing effective learning objectives using the SMART criteria

Facilitator Note:

Let's organize the pre-course facilitation planning phases on the flipchart and provide a brief explanation for each phase's purpose. This will help us understand the significance of each step in creating an impactful training program. As we go through each phase, feel free to ask questions and share your thoughts to foster a collaborative learning experience

Phase Two: Developing Session Structure

- Designing a logical and cohesive session structure
- Sequencing content and activities to promote learning progression.
- Incorporating interactive and engaging elements into the session plan

Phase Three: Course Delivery Strategies

- Exploring different instructional strategies and techniques
- Selecting appropriate methods based on learner needs and content.
- Incorporating technology and multimedia effectively in course delivery

Phase Four: Developing Lesson Plans.

- Creating detailed lesson plans that align with learning objectives.
- Organizing instructional content and activities
- Incorporating assessment strategies to measure learning outcomes.

Phase Five: Course Outlines

- Developing a comprehensive course outline that outlines the entire learning journey.
- Mapping learning objectives, sessions, and assessments in the course outline
- Considering coherence, balance, and alignment in the overall course design

These Phase focus on key aspects of course development and instructional design, enabling participants to create effective learning experiences that align with desired learning outcomes.

Phase One to Five: Developing Learning Objectives, Session Structure, Course Delivery Strategies, Lesson Plans, and Course Outlines (Climate Land Management/Watershed Management)

Group Activity: Course Development Workshop

Instructions:

1. Divide participants into small groups, ensuring each group has a balanced mix of knowledge and expertise related to climate land management/watershed management.
2. Provide each group with a blank template that includes sections for learning objectives, session structure, course delivery strategies, lesson plans, and course outlines.
3. Instruct the groups to work collaboratively throughout the workshop to develop these components for the course.
4. Each group should start by brainstorming and refining learning objectives based on the key concepts and principles provided.
5. Once the learning objectives are established, guide the groups in developing a session structure that ensures a logical progression of topics and activities.
6. Encourage the groups to explore various course delivery strategies and select those most suitable for engaging participants and achieving the learning objectives.
7. Assist the groups in developing detailed lesson plans for each session, considering content, activities, assessments, and interactive elements.
8. Support the groups in synthesizing their work by creating comprehensive course outlines that align with the learning objectives and session structure.
9. Allocate sufficient time for each group to collaborate, discuss, and refine their components.
10. At the end of the workshop, have each group present their course development work to the rest of the participants.
11. Facilitate a group discussion to provide feedback, share insights, and identify areas of improvement for each group's course components.
12. Encourage participants to reflect on the collaborative course development process and how it enhances their understanding of climate land management/watershed management.
13. Summarise the workshop by highlighting the importance of a comprehensive and well-structured course that incorporates effective learning objectives, session plans, and delivery strategies.

This activity serves as a comprehensive workshop that guides participants through the entire course development process for climate land management/watershed management. By working collaboratively, participants engage in meaningful discussions, draw from their collective expertise, and create a course that aligns with their learning objectives and targets.

Debrief

Phase One: Developing Learning Objectives

- Why are clear learning objectives important?
- How can learning objectives be made measurable and achievable?
- What is the significance of using the SMART criteria when writing learning objectives?

Phase Two: Developing Session Structure

- What factors should be considered when designing a logical and cohesive session structure?
- How does the sequencing of content and activities promote learning progression?
- Why is it important to incorporate interactive and engaging elements into session plans?

Phase Three: Course Delivery Strategies

- What are the benefits of exploring different instructional strategies and techniques?
- How can appropriate methods be selected based on learner needs and content?
- In what ways can technology and multimedia enhance course delivery?

Phase Four: Developing Lesson Plans

- How can detailed lesson plans align with learning objectives?
- What are effective ways to organize instructional content and activities?
- Why is it important to incorporate assessment strategies in lesson plans?

Phase Five: Course Outlines

- What elements should be included in a comprehensive course outline?
- How can learning objectives, sessions, and assessments be effectively mapped in the course outline?
- Why is coherence, balance, and alignment important in course design?

SESSION TWO: INTRODUCTION TO INCLUSIVE FACILITATION

Define inclusive facilitation and its importance in creating a welcoming and equitable learning environment.

Discuss the benefits of inclusive facilitation for participants and their learning outcomes.

Facilitator Note: Inclusive facilitation is the practice of creating a welcoming and equitable learning environment that values and respects the diverse perspectives, experiences, and identities of all participants. It involves actively engaging and involving every participant, regardless of their background, and ensuring that their voices are heard and respected.

Inclusive facilitation is essential for creating an environment where participants feel valued, included, and able to fully engage in the learning process. It promotes a sense of belonging, trust, and psychological safety, leading to increased motivation and engagement. Inclusive facilitation also enhances problem-solving and decision-making by encouraging diverse perspectives and critical thinking.

Inclusive facilitation fosters meaningful dialogue, collaboration, and the sharing of diverse experiences. It develops interpersonal skills and promotes a culture of inclusivity and understanding. Inclusive facilitation leads to enhanced learning outcomes, increased participant satisfaction, and a more equitable learning environment.

SESSION THREE: UNDERSTANDING DIVERSITY AND INCLUSION

- Explore the concept of diversity and the various dimensions of diversity (e.g., race, gender, age, abilities, etc.).
- Discuss the importance of creating an inclusive space that respects and values diverse perspectives and experiences.

Activity: Identity Mapping

- Divide participants into small groups.
- Provide each group with a large sheet of paper and markers.
- Instruct the groups to create an identity map by drawing symbols, words, and images that represent their individual identities and diverse aspects of their identities.
- After completing the identity maps, have each group share their maps and discuss how their identities contribute to the diversity within the group.

Barriers to Inclusion and Overcoming Them (30 minutes)

- Identify common barriers to inclusion in a learning environment (e.g., unconscious bias, stereotypes, lack of representation, etc.).
- Discuss strategies and techniques for overcoming these barriers and promoting inclusivity.

Activity: Barrier Busting

- Divide participants into pairs.
- Assign each pair a specific barrier to inclusion.
- Instruct the pairs to brainstorm creative solutions and strategies to overcome the assigned barrier.
- After the brainstorming session, have pairs share their ideas with the larger group and engage in a group discussion about effective barrier-busting techniques.

Inclusive Facilitation Techniques (45 minutes)

- Introduce a range of inclusive facilitation techniques, such as active listening, open-ended questioning, collaborative decision-making, and creating a safe space for participation.
- Discuss how these techniques can foster inclusivity, encourage diverse perspectives, and empower participants.

Facilitator Note: Inclusive facilitation techniques:

Technique	Description
Active Listening	Focus on understanding participants' perspectives and experiences without judgment, interrupting, or dominating the conversation.
Ground Rules	Establishing clear guidelines for respectful communication and participation, ensuring everyone feels safe and heard.
Equity Check-ins	Regularly assessing participants' engagement and feelings of inclusion, and addressing any disparities or concerns that arise.
Visual Aids	Utilizing visual aids like charts, graphs, and images to accommodate diverse learning styles and enhance understanding for all participants.
Use of Technology	If the participants have techno information and skill ,Using accessible technology tools, providing closed captioning, or using inclusive virtual platforms to accommodate participants with different abilities.

Rotation of Roles	Assigning different roles during discussions or activities to ensure everyone gets a chance to participate and contribute.
Affinity Groups	Creating smaller groups based on shared identities or interests, allowing participants to connect and share more comfortably.
Amplification	Acknowledging and repeating the input of marginalized individuals to ensure their ideas are recognized and credited.
Brainstorming Techniques	Using methods like brainwriting or online brainstorming to give everyone an equal opportunity to share ideas, especially in larger groups.
Empathy Building	Encouraging participants to share personal experiences to foster understanding and empathy among the group members.
Consensus Decision-making	Seeking agreement from all participants rather than relying solely on majority voting, ensuring that everyone's input is considered and valued.
Language Consideration	Being mindful of language choices, avoiding jargon or exclusive terminology that may alienate or confuse some participants.
Time Management	Ensuring discussions and activities are appropriately timed to accommodate different working paces and avoid excluding anyone due to time constraints.
Inclusive Icebreakers	Using icebreakers that do not assume shared experiences or backgrounds, allowing participants to connect on a common and accessible ground.
Storytelling	Encouraging storytelling as a means of sharing experiences, which can create bonds among participants and enhance understanding.
Reflection Periods	Incorporating regular reflection periods to encourage participants to think about the discussions and consider their contributions and learning.
Encouraging Feedback	Creating a culture that values feedback and encourages all participants to provide input on the facilitation process to continuously improve inclusivity.

Remember, inclusivity is an ongoing process, and it's essential to remain open to feedback and continuously improve your facilitation techniques to create a safe and inclusive environment for all participants.

Activity: Facilitation Role-Play

- Divide participants into small groups.
- Assign each group a facilitation scenario that involves a potential challenge related to inclusivity.
- Instruct the groups to role-play the facilitator and participants, applying inclusive facilitation techniques to address the challenge.
- After each role-play, provide constructive feedback and facilitate a group discussion on effective inclusive facilitation strategies.

Creating an Inclusive Learning Environment

- Explore practical strategies for creating an inclusive learning environment, including physical setup, inclusive language, fostering respectful communication, and promoting active participation.

Activity: Inclusive Environment Walkthrough

- Conduct a guided walkthrough of the learning environment (physical or virtual) with participants.
- Encourage participants to observe and reflect on the inclusivity of the space, noting both strengths and areas for improvement.
- Facilitate a group discussion to share observations and generate ideas for enhancing inclusivity in the learning environment.

Action Planning and Reflection

- Guide participants in developing individual action plans to incorporate inclusive facilitation techniques and strategies into their future facilitation practices.
- Provide time for participants to reflect on their learning experiences and share insights and key takeaways from the session.

This session on inclusive facilitation incorporates a combination of interactive activities, discussions, and role-plays to engage participants in exploring the concepts of diversity, inclusion, and inclusive facilitation techniques. Through the session, participants gain practical skills and strategies for creating inclusive learning environments and promoting equitable participation.

Debrief

1. How does inclusive facilitation contribute to a welcoming and equitable learning environment? What are the benefits of inclusive facilitation for participants and their learning outcomes?
2. What did you learn about the importance of diversity and inclusion in the learning process? How can an inclusive space that values diverse perspectives enhance the overall learning experience?
3. Reflecting on the barriers to inclusion discussed, what strategies or techniques stood out to you as effective in promoting inclusivity and overcoming these barriers? How will you apply them in your facilitation practices?
4. During the facilitation role-play, what inclusive facilitation techniques did you observe or apply? How did they foster inclusivity, encourage diverse perspectives, and empower participants?
5. Which practical strategies for creating an inclusive learning environment resonate with you the most? How do you envision implementing them in your future facilitation settings?
6. In your action plan, outline specific steps to incorporate inclusive facilitation techniques and strategies. How do you anticipate these changes enhancing your ability to create inclusive learning environments and promote equitable participation?

Module Five: Resource Mobilization for Land Management	
Time Allocated	180 minutes
Learning objective	Participants will gain an understanding of resource mobilization and management principles and techniques to effectively secure and utilize resources for their projects or organizations.
Learning Outcomes	Participants will develop resource mobilization strategies and implement effective resource management practices for project or organizational sustainability. They will identify funding sources, prioritize resource allocation, and engage stakeholders in resource mobilization efforts. Participants will also evaluate resource needs and gain skills in resource planning and management.
Methodology	Brainstorming, Individual Activities, Group Activities, Role-Play
Materials	Flipchart, Marker, Resource Inventory Worksheet
Session	Session One: Introduction to Resource Mobilization and Management
	Session Two: Strategies for Resource Mobilization
	Session Three: Effective Resource Management Techniques
	Session Four: Reflection and Action Planning
<p>Facilitator notes:</p> <p>create an engaging and interactive learning environment. Emphasize understanding resource needs and developing effective plans. Use examples and case studies to illustrate principles. Facilitate discussions and activities for sharing experiences and insights. Provide guidance as participants develop strategies and plans. Encourage consideration of funding sources, stakeholder engagement, and resource allocation. Conclude by summarizing key takeaways and reinforcing the importance of effective resource mobilization and management for success.</p>	

WIFY (What in It For You)

Resource mobilization and management offers benefits such as increased efficiency, enhanced sustainability, improved impact, strengthened partnerships, and increased innovation and adaptability. It enables individuals and organizations to optimize resources, achieve objectives effectively, build networks, and create a positive and sustainable impact in their fields.

SESSION ONE: INTRODUCTION TO RESOURCE MOBILIZATION AND MANAGEMENT

- Define resource mobilisation and management in the context of watershed development.
- Discuss the significance of resource mobilisation for successful watershed management projects.
- Highlight the specific roles and responsibilities of Development Agents, Extension Workers, and Farmers in resource mobilisation.

Activity: "Resource Treasure Hunt"

Objective: The activity aims to help farmers to identify and categorize different types of community assets. It promotes collaborative learning and knowledge exchange within the farming community.

Materials Needed:

- Picture cards representing various types of community assets (physical, financial, human, social, and natural resources). For example, images of a school, a bank, farming tools, community gatherings, and natural landscapes.

Instructions:

1. Introduction:
 - Gather the farmers in a comfortable and familiar setting, such as a community gathering space or a farmer's field.
 - Begin by explaining the purpose of the activity - to discover and categorize the resources available within their community.
2. Picture Card Presentation :
 - Show the farmers a series of picture cards, each representing different types of community assets (e.g., a picture of a school for education, a picture of a bank for financial resources, etc.).
 - Hold up each picture card and discuss what the image represents. Use simple and clear verbal explanations, and encourage the farmers to share their thoughts and experiences related to the assets.

3. Asset Categorization:

- Distribute the picture cards among the farmers, ensuring that each farmer has a few cards.
- Instruct the farmers to work together in small groups to categorize the picture cards into different types of assets – physical, financial, human, social, and natural resources.
- Encourage non-verbal communication and gestures to facilitate discussions within the groups.

4. Visual Asset Maps:

- Provide each group with a large sheet of paper and markers.
- Instruct the farmers to create visual asset maps by placing the picture cards in the corresponding categories. They can use drawings and symbols to represent each asset.
- Support the farmers by helping them understand how to organize the assets on the map.

5. Group Presentations:

- Gather all the groups together to present their visual asset maps to the entire community.
- As each group presents their map, facilitate discussions and encourage other farmers to add their insights and observations.

6. Farming Resource Connection :

- Conclude the activity by discussing how the identified assets can support the farming community's needs and challenges.
- Explore ways in which the community can work together to leverage these resources effectively for improved farming practices and overall well-being.

Facilitator Note: The "Resource Treasure Hunt" activity provides to farmers with a participatory and hands-on approach to identifying and categorize community assets. By using picture cards and visual asset maps, the farmers can actively engage in the process of discovering the resources available within their community. The activity fosters collaborative learning and strengthens the community's ability to utilize its assets for sustainable farming practices and community development.

1. What community assets surprised you the most during the activity, and why?
 - This question encourages participants to reflect on any unexpected assets they discovered during the activity, which may have been overlooked initially but turned out to be valuable resources.

2. How can the identified community assets be utilized to address specific farming challenges or improve agricultural practices?
 - This question prompts participants to think about practical applications of the identified assets in their farming activities and how they can leverage these resources to overcome challenges and enhance productivity.
3. How did working together in small groups and creating visual asset maps enhance your understanding of community assets?
 - This question encourages participants to reflect on the benefits of collaborative learning and the visual representation of assets, helping them understand the value of community cooperation and the power of visual communication in the learning process.

Activity: Resource Inventory

- Divide participants into small groups, ensuring each group has a mix of Expert, Extension Workers, and Farmers.
- Provide each group with a worksheet or template to conduct a resource inventory for a hypothetical watershed management project.
- Instruct the groups to identify and list the available resources within their respective roles, including financial resources, technical expertise, community networks, and local knowledge.
- Encourage participants to share their experiences and insights during the resource inventory process.

Resource Inventory Worksheet for Hypothetical Watershed Management

Name: [Insert Name]

Location: [Insert Location]

Instructions: The following worksheet is designed to help you conduct a resource inventory for your hypothetical watershed management project. It will help you identify and categorize the various resources available in the project area, including physical, financial, human, social, and natural resources. Please fill in the information for each resource category.

Resource Categories:

1. Physical Resources: Tangible assets or infrastructure within the watershed area.
2. Financial Resources: Funding, grants, or financial support available for the project.

3. Human Resources: Skills, expertise, and knowledge of individuals involved in the project.
4. Social Resources: Community networks and organizations that can contribute to the project.
5. Natural Resources: Environmental assets such as water bodies, forests, and wildlife.

Resource Inventory:

Resource Category	Resource Description	Location/ Source	Potential Use in Project
Physical Resources			
Financial Resources			
Human Resources			
Social Resources			
Natural Resources			

Reflection Questions:

1. What physical resources are most crucial for the success of the watershed management project, and how can they be effectively utilized?
2. How can the identified financial resources be allocated strategically to maximize their impact on the farmer objectives?

3. Describe the role of human resources and how their expertise can contribute to sustainable watershed management.
4. How can community networks and social resources be leveraged to enhance community participation and ownership?
5. Evaluate the importance of natural resources within the watershed and how the project can contribute to their conservation and sustainable use.

Facilitator Note: Completing this resource inventory worksheet will provide valuable insights into the available resources for your hypothetical watershed management. Use this information to plan and implement the project effectively, ensuring the responsible and sustainable management of the watershed resources.

SESSION TWO: STRATEGIES FOR RESOURCE MOBILIZATION

- Present a range of resource mobilisation strategies tailored to the roles of Experts, Extension Workers, and Farmers in watershed management.
- Discuss techniques such as

Aspect	Description
Diversification of Income Sources	Encourage farmers to explore various income-generating activities beyond traditional farming, such as agro-tourism, value-added products, or selling crafts.
Cooperative Farming	Promote the formation of farmer cooperatives to pool resources, share costs, and access collective bargaining power for better deals in the market.
Microfinance and Credit Facilities	Facilitate access to microfinance institutions and credit facilities to support investment in farming inputs and equipment.
Contract Farming and Value Chain Partnerships	Collaborate with agribusinesses and processors through contract farming and value chain partnerships to secure stable markets and prices.
Resource-Efficient Farming Techniques	Encourage adoption of resource-efficient farming practices, such as drip irrigation and precision farming, to optimize resource utilization.
Technology Integration	Integrate technology into farming operations, like using mobile technology for market information, to enhance

- Provide real-life examples and case studies to illustrate successful resource mobilisation efforts in watershed development.

Strategies for Resource Mobilization Activity: Elevator Pitch

Participants work in pairs to create short elevator pitches to convince potential donors or partners to support their objective.

Each pair can take turns role-playing as the fundraiser and the potential donor, allowing for constructive feedback and refinement of their pitch.

Point	Description
Introduction	Start with a brief introduction, including your name, organization, and your role in the watershed management project.
Clear Objective	Clearly state the objective of the resource mobilization effort. Specify the purpose of the funds or resources you are seeking.
Watershed Importance	Highlight the significance of the watershed and its impact on the environment, communities, and agriculture in the region.
Problem Statement	Identify the specific challenges and issues faced in watershed management. Explain the current problems and their consequences.
Proposed Solutions	Present your innovative and effective solutions to address the identified watershed management challenges.
Community Impact	Describe how the resource mobilization efforts will benefit local communities and the environment.
Success Stories or Case Studies	Share examples of how similar resource mobilization efforts have made a difference in other watershed management projects.
Collaboration and Partnership	Highlight existing collaborations or potential partnerships with relevant stakeholders, NGOs, or government agencies.
Budget and Plan	Provide a concise overview of the budget and how the resources will be allocated. Outline key milestones and a timeline.
Measurable Impact	Illustrate how the project's success will be measured and evaluated using quantifiable metrics.
Call-to-Action	Clearly state what you need from the listener – financial support, technical expertise, or collaboration.
Environmental Sustainability	Emphasize the project's commitment to environmental sustainability and positive contribution to ecological balance.
Engaging Visuals	Consider using images or infographics to make your pitch more engaging and memorable.
Tailored to the Audience	Customize your pitch to resonate with the interests and priorities of specific donors or partners.

Passion and Confidence	Deliver the pitch with passion and confidence, showing your genuine commitment to the cause.
Follow-Up	Be prepared to follow up after the pitch with additional information and to answer questions. Express gratitude for their time.

A well-crafted elevator pitch using these points can inspire others to support your watershed management project and make a positive impact on the environment and local communities.

SESSION THREE: EFFECTIVE RESOURCE MANAGEMENT TECHNIQUES

- Introduce participants to essential resource management techniques and practices for watershed development.
- Discuss topics such as budgeting, cost tracking, procurement procedures, and efficient resource allocation.
- Provide practical tips and tools for managing resources effectively throughout the project lifecycle.

Listing effective resource management techniques:

Resource Management Technique	Description
Resource Planning	Strategically plan and allocate resources based on project needs and priorities.
Budgeting	Set clear and realistic budgets to ensure proper allocation and utilization of financial resources.
Inventory Management	Keep track of available resources, such as equipment, materials, and supplies, to avoid shortages or wastage.
Time Management	Efficiently allocate time and schedule tasks to optimize productivity and meet project deadlines.
Human Resource Development	Invest in training and development to enhance the skills and capabilities of the workforce.
Risk Management	Identify and assess potential risks to resources and implement measures to mitigate their impact.
Performance Monitoring	Continuously monitor and evaluate resource usage and project performance to identify areas for improvement.
Technology Integration	Utilize appropriate technology and tools to streamline resource management processes and enhance efficiency.
Lean Management	Adopt lean principles to eliminate waste, reduce costs, and improve resource utilization.
Sustainability Practices	Implement sustainable practices to ensure long-term availability and conservation of natural resources.
Collaboration and Networking	Collaborate with external partners and stakeholders to pool resources and share knowledge for mutual benefit.

Resource Management Technique	Description
Outsourcing	Consider outsourcing non-core tasks to specialized firms to optimize resource allocation and focus on core competencies.
Flexibility and Adaptability	Remain flexible and adaptable to changing circumstances, allowing for effective resource reallocation as needed.
Performance Incentives	Implement performance-based incentives to motivate and reward individuals or teams for efficient resource use and achievement.
Continuous Improvement	Encourage a culture of continuous improvement, seeking ways to optimize resource management and project outcomes over time.
Knowledge Management	Establish systems to capture, share, and utilize knowledge and lessons learned to enhance resource management practices.

These resource management techniques can be applied across various projects and industries to ensure efficient and effective use of resources, leading to improved project outcomes and organizational success.

Facilitator Note

During this session on resource management for watershed development, the facilitator should create an engaging and interactive learning environment. The following facilitator tips and notes can be provided:

1. Explain the importance of resource management in watershed development projects for success and sustainability.
2. Present essential techniques in the table above
3. Facilitate a discussion to explore participants' experiences and challenges in resource management.
4. Provide practical tips and tools, such as templates and guidelines, for effective resource management.
5. Encourage active participation and knowledge sharing among participants.
6. Summarize key takeaways and emphasize the application of learned techniques in their roles and projects.

Note: The facilitator should create a supportive and inclusive learning environment that encourages participants to actively engage with the content and share their perspectives. Provide ample opportunities for questions, discussions, and reflection to ensure that participants can fully grasp and apply the resource management techniques and practices in their work.

SESSION FOUR: REFLECTION AND ACTION PLANNING

- Guide participants in reflecting on the session and its relevance to their roles as experts, Extension Workers, and Farmers.
- Facilitate a group discussion on the key takeaways, challenges, and opportunities related to resource mobilisation and management in watershed development.
- Ask participants to develop individual action plans, identifying specific steps they will take to improve their resource mobilisation and management skills in their respective roles.
- Encourage participants to share their action plans with the group, fostering accountability and peer support.

This session on resource mobilisation and management for Watershed Development Agents, Extension Workers, and Farmers combines interactive activities, role-plays, and real-life examples to enhance their understanding and skills in mobilising and managing resources for effective watershed management. The session recognizes the unique roles and responsibilities of each group and provides tailored strategies and tools to support their resource mobilisation efforts.

Debrief Questions:

1. Reflect on the definition of resource mobilization and management in the context of watershed development. How does this understanding contribute to successful watershed management projects?
2. Discuss the significance of resource mobilization for the success of watershed management projects. How does effective resource mobilization contribute to achieving project goals and outcomes?
3. Highlight the specific roles and responsibilities of Development Agents, Extension Workers, and Farmers in resource mobilization. How can each group contribute to mobilizing and leveraging resources for watershed development?
4. Share your experience during the resource inventory activity. What resources did you identify within your role, and how do they contribute to the success of a hypothetical watershed management project?
5. Reflect on the elevator pitch activity. What key elements did you include in your pitch to effectively convince potential donors or partners to support your objective? How did this activity enhance your understanding of resource mobilization strategies?

Module Six: Communication Skills	
Time Allocated	180 Minutes
Learning objective	Participants will develop effective communication skills to enhance their ability to convey information, express ideas clearly, and build positive relationships.
Learning Outcomes	participants will be able to demonstrate improved communication skills, including active listening, clear verbal and written communication, nonverbal communication, and adaptability in different communication contexts. They will also understand the importance of effective communication in fostering understanding, resolving conflicts, and building strong relationships.
Methodology	
Materials	
Session	Session One: Effective Communication
	Session Two: Active Listening and Empathetic Communication
	Session Three: Cross-Cultural Communication and Adaptation
	Session Four: Advocacy and Influence
<p>Facilitator notes:</p> <p>During this session on communication skills, aim to enhance participants' abilities in active listening, clear verbal and written communication, nonverbal communication, and adaptability. Emphasize the significance of effective communication in fostering understanding, resolving conflicts, and building strong relationships. Provide opportunities for practice, feedback, and reflection. Encourage participants to apply their improved communication skills in various contexts.</p>	

WIFY (What In It For You)

Communication skills are vital for success in personal and professional life. They enhance understanding, build relationships, and minimize conflicts. Effective communication fosters trust, active listening, and problem-solving. It enables individuals to influence, convey ideas, and achieve goals. Developing strong communication skills improves reputation, relationships, and work environment.

SESSION ONE: EFFECTIVE COMMUNICATION

- Introduce the concept of effective communication and its importance in various contexts, such as personal relationships, professional settings, and teamwork.
- Discuss the key elements of effective communication, including clarity, conciseness, active engagement, and feedback.
- Explore different communication styles and the impact they can have on understanding and building relationships.

Activity: Communication Styles Assessment

- Administer a communication styles assessment tool to participants.
- Ask participants to reflect on their dominant communication style and how it influences their interactions.
- Engage participants in small group discussions to share their insights and identify strategies for adapting their communication styles.

SESSION TWO: ACTIVE LISTENING AND EMPATHETIC COMMUNICATION

- Introduce the importance of active listening in effective communication.
- Discuss key listening skills, such as maintaining eye contact, using non-verbal cues, and asking clarifying questions.
- Emphasize the role of empathy in understanding others' perspectives and building trust.

Activity: Active Listening Exercise

- Divide participants into pairs, with one person sharing a personal story or experience and the other practicing active listening.
- Instruct participants to listen attentively, paraphrase, and reflect back what they have heard.
- Facilitate a group discussion on the challenges and benefits of active listening and empathetic communication.

SESSION THREE: CROSS-CULTURAL COMMUNICATION AND ADAPTATION

- Discuss the importance of cross-cultural communication skills in diverse environments.
- Explore cultural differences in communication styles, norms, and non-verbal cues.
- Provide strategies and techniques for adapting communication to different cultural contexts.

Activity: Cultural Communication Case Studies

- Present participants with case studies depicting cross-cultural communication challenges.
- Divide participants into small groups and ask them to analyze the cases, identify cultural barriers, and propose effective communication approaches.
- Facilitate a group discussion to share insights and generate strategies for cross-cultural communication and adaptation.

SESSION FOUR: ADVOCACY AND INFLUENCE

- Introduce the concept of advocacy and its role in effective communication.
- Discuss techniques for building persuasive arguments, presenting ideas convincingly, and influencing others.
- Explore ethical considerations in advocacy and the balance between assertiveness and respect for diverse perspectives.

Activity: Advocacy Role-Play

- Divide participants into small groups and assign each group a scenario that requires advocacy skills.
- Instruct groups to develop and deliver persuasive presentations or conversations to advocate for their assigned position.
- Encourage participants to provide feedback and reflections on effective advocacy techniques.

Throughout the sessions, facilitators should incorporate opportunities for practice, reflection, and group discussions. Encourage participants to apply the communication skills and techniques learned in their personal and professional lives. Emphasize the importance of continuous improvement and adaptation in communication for effective and meaningful interactions.

Debrief Questions:

1. How would you define effective communication and why is it important in personal relationships, professional settings, and teamwork?
2. What are the key elements of effective communication discussed in the session, and how can they enhance understanding and build stronger relationships?
3. Reflect on your dominant communication style as revealed by the assessment. How does it impact your interactions, and what strategies can you employ to adapt your style in different situations?
4. Share your experiences from the active listening exercise. What challenges did you encounter, and what benefits did you observe in practicing active listening and empathetic communication?
5. Discuss the significance of cross-cultural communication skills in diverse environments. How can understanding cultural differences and adapting communication approaches contribute to effective cross-cultural interactions?

Module Seven: Effective Teamwork	
Time Allocated	180 Minutes
Learning objective	Participants will understand the principles and strategies of effective teamwork and their significance in achieving shared goals.
Learning Outcomes	Participants will be able to apply effective teamwork strategies to enhance collaboration, communication, and problem-solving within their teams. They will demonstrate improved team dynamics, increased productivity, and the ability to work cohesively towards achieving shared goals.
Methodology	
Materials	
Session	Session One: Understanding the Importance of Teamwork
	Session Two: Building a Positive Team Culture
	Session Three: Effective Communication in Teamwork
	Session Four: Roles and Responsibilities in Teamwork
	Session Five: Managing Conflict and Enhancing Team Dynamics
	Session Six: Collaboration and Knowledge Sharing
	Session Seven: Team Evaluation and Continuous Improvement
Facilitator notes:	
<p>During this session on effective teamwork, create a positive and inclusive learning environment that encourages active participation and collaboration. Use real-life examples and case studies to illustrate the impact of teamwork on productivity and success. Facilitate group discussions and activities to reflect on teamwork experiences and identify areas for improvement. Provide practical strategies for enhancing team dynamics, communication, and problem-solving. Encourage peer learning and support. Summarize key takeaways and encourage application of learned strategies in participants' own teams and work environments.</p>	

WIFY(What In It For You)

Effective Teamwork offers numerous benefits for individuals and organizations. It fosters collaboration, enhances problem-solving abilities, increases productivity, and promotes innovation. It creates a supportive and inclusive work environment, strengthens relationships, and improves communication skills. Effective teamwork leads to higher job satisfaction, improved morale, and the achievement of shared goals. By actively participating in and contributing to teamwork, individuals can develop valuable skills, expand their network, and enhance their professional growth and success.

SESSION ONE: UNDERSTANDING THE IMPORTANCE OF TEAMWOR

- Discuss the significance of teamwork in achieving goals and fostering a positive work environment.
- Explore the benefits of effective teamwork, such as increased productivity, innovation, and employee satisfaction.
- Share examples of successful teamwork and its impact on organizational success.

Activity: Teamwork Reflection (30 minutes)

- Divide participants into small groups and ask them to reflect on their past experiences with teamwork.
- Prompt discussions on both positive and challenging aspects of teamwork, and strategies for enhancing team effectiveness.
- Have groups present their key insights to the larger group for a collective discussion.

SESSION TWO: BUILDING A POSITIVE TEAM CULTURE

- Introduce the concept of team culture and its influence on team dynamics and performance.
- Discuss the characteristics of a positive team culture, such as trust, respect, open communication, and shared values.
- Explore strategies for building and nurturing a positive team culture.

Activity: Team Culture Assessment

- Provide participants with a team culture assessment tool or questionnaire.
- Ask participants to assess their current team culture and identify areas for improvement.
- Engage participants in small group discussions to brainstorm strategies for creating a more positive team culture.

SESSION THREE: EFFECTIVE COMMUNICATION IN TEAMWORK

- Highlight the importance of effective communication in team collaboration and coordination.
- Discuss different communication methods, including face-to-face, written, and virtual communication.
- Explore techniques for active listening, giving and receiving feedback, and resolving conflicts through communication.

Activity: Communication Skills Works

- Conduct interactive communication exercises that focus on active listening, clear messaging, and effective feedback.
- Engage participants in role-plays or simulations to practice communication skills in different team scenarios.
- Facilitate group discussions to reflect on the importance of effective communication and its impact on teamwork.

SESSION FOUR: ROLES AND RESPONSIBILITIES IN TEAMWORK

- Clarify the roles and responsibilities within a team, emphasizing the importance of clear role definitions.
- Discuss the benefits of role clarity in enhancing team performance and reducing conflicts.
- Explore strategies for effective delegation and distribution of tasks based on individual strengths and expertise.

Activity: Role-Playing Scenarios

- Provide participants with role-playing scenarios that involve ambiguous roles or overlapping responsibilities.
- Divide participants into pairs or small groups and instruct them to negotiate and clarify roles within the given scenarios.
- Encourage participants to share their experiences and lessons learned from the role-playing exercise.

SESSION FIVE: MANAGING CONFLICT AND ENHANCING TEAM DYNAMICS

- Address the inevitability of conflicts in team settings and the importance of proactive conflict management.
- Introduce conflict resolution techniques, such as active listening, collaboration, and compromise.

- Discuss strategies for building strong team dynamics, including fostering trust, valuing diversity, and promoting a supportive environment.

Activity: Conflict Resolution Simulation

- Create a simulated conflict scenario and divide participants into small groups.
- Instruct each group to apply conflict resolution techniques to resolve the simulated conflict.
- Facilitate a debriefing session to discuss the effectiveness of different approaches and identify key learnings.

SESSION SIX: COLLABORATION AND KNOWLEDGE SHARING

- Explore the importance of collaboration and knowledge sharing in effective teamwork.
- Discuss techniques for fostering collaboration, such as brainstorming, cross-functional teams, and regular knowledge sharing sessions.
- Highlight the benefits of a learning culture and the value of continuous learning within teams.

Activity: Collaborative Problem-Solving

- Present participants with a complex problem or challenge relevant to their context.
- Divide participants into small groups and instruct them to collaborate and come up with innovative solutions.
- Provide opportunities for groups to share their solutions and engage in constructive discussions.

SESSION SEVEN: TEAM EVALUATION AND CONTINUOUS IMPROVEMENT

- Discuss the significance of evaluating team performance and implementing continuous improvement strategies.
- Introduce methods for team evaluation, such as self-assessment, peer evaluation, and feedback mechanisms.
- Explore techniques for setting team goals, tracking progress, and adapting strategies for continuous improvement.

Activity: Team Reflection and Action Planning

- Facilitate a group reflection on the overall learning journey and key takeaways from the sessions on effective teamwork.

- Guide participants in developing individual or team action plans to implement the knowledge and skills gained.
- Encourage participants to share their action plans and commit to ongoing learning and improvement in their teamwork practices.

Throughout the sessions, foster an interactive and participatory learning environment, allowing for group discussions, sharing of experiences, and active engagement. Emphasize the practical application of concepts and techniques in participants' own team contexts.

Debrief Questions:

1. Discuss the significance of teamwork in achieving goals and fostering a positive work environment. How does effective teamwork contribute to increased productivity, innovation, and employee satisfaction?
2. Share examples of successful teamwork and its impact on organizational success. How did these examples demonstrate the benefits of collaborative efforts?
3. Reflect on your past experiences with teamwork. What were some positive aspects and challenges you encountered? What strategies can be implemented to enhance team effectiveness?
4. Assess your current team culture using the team culture assessment tool. What areas of improvement can you identify? How can you contribute to creating a more positive team culture?
5. Reflect on the importance of effective communication in team collaboration and coordination. What communication methods and techniques discussed in the session can enhance team communication and resolve conflicts?

Module Eight: Shared Vision	
Time Allocated	120 Minutes
Learning objective	To understand the importance of a shared vision in collaborative settings and its impact on goal achievement and team performance.
Learning Outcomes	By the end of the session, participants will be able to articulate the benefits of a shared vision, identify strategies to foster a shared vision within a team or organization, and apply this knowledge to enhance collaboration and goal alignment in their own contexts.
Methodology	Brainstorming, Individual activities, Group Activities
Materials	Magazines or printed images, Scissors, Glue or tape, Poster board or large sheet of paper, Markers
Session	Section One: Understanding the Context
	Session Two: Process of Developing Shared Vision
	Section Three: Crafting the Shared Vision
Facilitator notes:	
<p>In facilitating the session on shared vision, prioritize creating a safe and inclusive space for participants to freely share their thoughts and ideas. Use examples to demonstrate the positive impact of shared vision and engage the group in interactive discussions and activities. Be attentive to questions and insights, ensuring the concept is connected to participants' specific CLM project contexts. Emphasize the importance of collaboration and collective ownership in achieving common goals. Encourage participants to formulate action plans for promoting shared vision beyond the session.</p>	

WIFY (What in It For You)

A shared vision in climate land management promotes collaboration, resilience, and sustainability for a better future. It fosters collective action, empowers stakeholders, and guides decision-making towards climate-smart practices, ensuring a harmonious balance between environmental protection, social equity, and economic development. Together, we can create a resilient and sustainable world for generations to come.

SECTION ONE: UNDERSTANDING THE CONTEXT

1. What is a Vision, Mission, and Goal for you?
2. What is the difference between shared vision and unshared vision?
 - How would you define a shared vision in your own words?
 - What do you believe are the essential elements or components of a shared vision?
3. Have you experienced developing a shared vision? If yes, please share your experience. If no, why haven't you had the opportunity?
 - Describe a situation or project where you were involved in developing a shared vision.
 - How did the process of developing a shared vision unfold?
4. How important do you think a shared vision is in a team or organizational context?
 - In your opinion, what are the benefits of having a shared vision?
 - How does a shared vision contribute to team cohesion, motivation, and goal achievement?
 - Have you witnessed or experienced the impact of a shared vision on team dynamics or outcomes? If yes, please share an example.

Facilitator Note:

Vision: A clear and compelling image of the desired future state that aligns with the values and purpose of the community or organization, inspiring and motivating individuals to work collaboratively towards its achievement. 🌞🌍🔄

SMART Vision for Watershed Management:

"To restore and maintain 80% of natural vegetation cover in the watershed area by 2025, ensuring clean water, vibrant communities, and climate resilience for sustainable development." 🌿🏞️🌊🌱

(Specific: Restore and maintain 80% of natural vegetation cover | Measurable: 80% target | Achievable: By 2025 | Realistic: Considering the timeframe and resources| Time-bound: Achieve the goal by 2030)

Mission:

The mission is the core purpose and reason for the existence. It outlines the primary objective and scope of the activities. In the context of rural area development, the mission could be to implement climate-smart practices, foster collective action, empower stakeholders, and guide decision-making to ensure a harmonious balance between environmental protection, social equity, and economic development. The mission provides a sense of direction and focus, steering the efforts of the community toward achieving the shared vision.

Objective:

Objectives are specific and measurable outcomes that contribute to the fulfillment of the mission and the realization of the shared vision. They are concrete targets that aims to achieve within a defined timeframe.

For example, one objective could be to restore and maintain a minimum of 80% of natural vegetation cover in the watershed area by 2025. Objectives provide clarity and direction, helping the community stay on track and assess progress towards its broader mission and vision.

Goal:

Goals are broader, overarching targets that encapsulate the desired outcomes of the community's efforts. They represent the ultimate achievements that align with the shared vision. Goals provide a sense of purpose and aspiration, motivating them to work together towards a better future.

In summary, vision, mission, objectives, and goals are interconnected elements that form the foundation of effective community development and climate land management. The shared vision inspires and guides the mission, while the mission sets the direction for specific objectives and measurable goals. With these components in place, the community can foster collaboration, resilience, and sustainability for a better and brighter future. 🌱 🏡 🤝 ❤️

Why we value the Shared vision?

Aspect	Shared Vision	Unshared Vision
Definition	Clear and common aspiration.	Individual goals without alignment.
Involvement	Developed collaboratively.	Developed independently.
Alignment	Aligned with mission.	Lacks overall alignment.
Motivation	Fosters teamwork and dedication.	May lack motivation and support.
Communication	Openly shared and understood.	Often kept private or unclear.
Collaboration	Encourages cooperation.	Limited or no collaboration.
Achievement	Greater likelihood of success.	Impact may be limited.

A shared vision: is a clear and compelling image of what we aspire to achieve together. It encapsulates our common values, purpose, and long-term goals, serving as a guiding light that aligns and motivates us to work collaboratively toward a desired future.

Advice	Explanation
Foster Inclusivity	Engage all stakeholders to ensure everyone's perspectives are heard.
Align with Local Needs	Tailor the vision to address the community's unique challenges.
Communicate Effectively	Use clear language to articulate the shared vision.
Promote Ownership	Involve stakeholders in decision-making for shared commitment.
Inspire Collaboration	Emphasize the benefits of working together to achieve the vision.
Set Measurable Goals	Define specific and measurable goals aligned with the vision.
Foster Innovation	Encourage adoption of sustainable agricultural practices.
Address Challenges	Anticipate obstacles and develop contingency plans.
Facilitate Regular Reviews	Periodically review progress and adjust the vision as needed.
Lead by Example	Demonstrate commitment and advocate for the shared vision.

By following this advice, you can create a shared vision that unites the farmers and fosters collaborative efforts for sustainable development. 🌱 🤝 🌿

Group Activities

Key characteristics of a shared vision

Creating a shared vision is an important aspect of effective leadership and team collaboration. It helps align team members towards a common goal and fosters a sense of purpose and unity. Here's an activity you can use to explore the key characteristics of a shared vision.

Activity: Vision Collage

Facilitator Note: A vision collage is a visual representation of a person's or a group's vision or desired future state. It is created by assembling images, words, and symbols that represent the aspirations, goals, and values associated with that vision. The purpose of a vision collage is to provide a tangible and visual reminder of the desired future and to inspire and motivate individuals or teams to work towards its realisation.

Instructions:

1. Set up the activity space with all the required materials.
2. Introduce the concept of a shared vision to the participants. Explain that a shared vision is a common understanding of the desired future state that the team aims to achieve together.
3. Discuss the key characteristics of a shared vision. Some examples include:
 - Clarity: The vision should be clear and easy to understand.
 - Inspiring: The vision should be motivating and inspire team members to work towards it.
 - Aligned with values: The vision should align with the core values and principles of the team or organization.
 - Challenging yet attainable: The vision should be ambitious enough to stretch the team's capabilities, but still realistic and achievable.
 - Inclusive: The vision should involve and consider the perspectives and contributions of all team members.
 - Time-bound: The vision should have a timeframe or deadline to provide a sense of urgency and focus.
4. Divide the participants into small groups of 3-4 people.
5. Give each group a large sheet of paper or poster board, scissors, glue or tape, and markers or coloured pencils.
6. Instruct the groups to create a vision collage that represents the key characteristics of a shared vision. They can cut out images and words from the magazines or printed materials that symbolize the characteristics they discussed earlier.

7. Encourage the participants to be creative and use colours, shapes, and text to convey their ideas effectively.
8. Once the collages are complete, have each group present their vision collage to the rest of the participants. They should explain how each element in their collage represents a specific characteristic of a shared vision.
9. Facilitate a group discussion after each presentation to explore the different interpretations and insights gained from the activity.
10. Conclude the activity by summarizing the key characteristics of a shared vision based on the collages and discussions.

This activity allows participants to engage in a hands-on, visual representation of the key characteristics of a shared vision. It encourages collaboration, creativity, and a deeper understanding of the elements that make a shared vision effective.

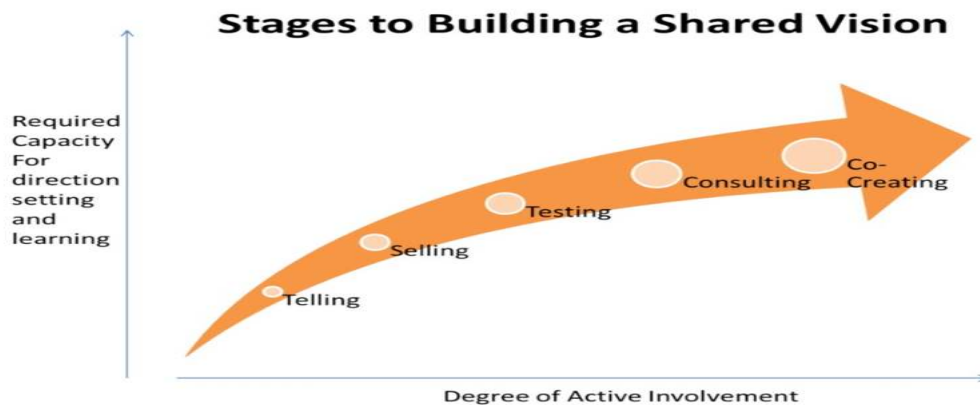
Reflection Questions:

1. What is your understanding of a shared vision?
2. What do you believe are the essential elements or components of a shared vision?
3. Reflecting on the benefits mentioned, why do you think having a shared vision is important in a team or cooperative context?
4. Why is it important for CLM to project farmers or cooperatives?

Facilitator Note: Write on the flipchart below the table and discussed with participants.

Essential Elements of a Shared Vision	Benefits of Having a Shared Vision
Clarity in defining the desired outcome	Fosters a sense of belonging and purpose among team members
Alignment with values and mission	Enhances communication and cooperation, reduces conflicts
Inclusiveness in involving all stakeholders	Promotes innovation and creative solutions
Inspiration to ignite motivation	Attracts and retains talent
Challenging yet achievable nature	
Shared Vision Contributes to:	
Team cohesion and collaboration	
Clarity and focus for individual contributions	
Inspiration and motivation	
Progress evaluation and goal achievement	

SESSION TWO: PROCESS OF DEVELOPING SHARED VISION



Building a Shared Vision in Watershed Management:

- A. **Telling:** Experts inform farmers about watershed management's importance or the need for a shared vision. Creating awareness and understanding.
- B. **Selling:** Emphasizing the benefits of collaborative management – improved water quality, availability, and ecosystem services. Encouraging farmers to see the vision as an opportunity for mutual benefits.
- C. **Testing:** Presenting a draft vision seeking feedback and suggestions. Refining the vision based on diverse perspectives.
- D. **Consulting:** Actively involving farmers in decision-making through workshops and discussions. Incorporating feedback into the final vision.
- E. **Co-creating:** Facilitating collaborative planning sessions where farmers develop and agree on the shared vision. Encouraging active participation and shared ownership.

Through these stages, farmer's engagement, trust, and commitment are fostered, leading to a successful implementation of a shared vision for sustainable watershed management.

SECTION THREE: CRAFTING THE SHARED VISION

Group Activities

Collage Creation :

- Divide participants into smaller groups, ensuring a diverse mix of representative of farmers in each group.
- Provide each group with the materials and set up a space for them to work on their vision collages.
- Instruct participants to search for images and words that represent their aspirations for the future of watershed management (**or any other relevant theme**).

- Encourage them to consider both tangible and intangible aspects, such as clean water, vibrant communities, healthy ecosystems, sustainable agriculture, and climate resilience.
- Participants can cut out images, arrange them on the poster boards, and use the art supplies to add additional elements and personal touches.

Sharing and Discussion:

- After completing their vision collages, each group will present their creation to the larger group.
- The presenting group should explain the symbolism behind their chosen images and words, describing what the vision means to them.
- Encourage other participants to ask questions, share feedback, and express how the vision resonates with them.
- Facilitate open discussions to identify common themes, values, and goals across all colleges.

Consolidating the Shared Vision:

- As a facilitator, guide the participants in synthesising the common elements from all the collages.



- Identify recurring themes and aspirations that reflect the collective vision of the stakeholders.
- Help the group articulate a shared vision statement that captures the essence of their collages and aligns with the goals of the participatory planning process.

Conclusion :

- Summarise the shared vision statement that emerged from the collage activity.
- Express gratitude to the participants for their creativity and collaboration in crafting the shared vision.

- Emphasise the significance of this shared vision as a guiding force for the next stages of the participatory planning process.

The main considering points for developing a shared vision are:

Considering Points for Developing a Shared Vision:	Explanation
Inclusivity	Ensure active involvement of all farmers and extension workers and experts
Common Purpose	Define a clear and compelling goal.
Collaboration	Encourage open communication and teamwork.
Clarity	Articulate the vision concisely and understandably.
Alignment with Values	Ensure it aligns with principles.
Long-Term Perspective	Focus on sustainability and the future.
Inspiration	Motivate participants towards realization.
Flexibility	Allow adaptation as circumstances change.
Integration	Integrate the vision into planning and decisions.
Continuous Review	Regularly review to keep it relevant.

Facilitator Note: This activity can be adapted to various **contexts beyond watershed management**, focusing on themes that resonate with the participants and the goals of their shared vision.

Debrief

- How did you feel while creating the collage?
- Did anything surprise you or stand out during the process?
- What elements did you include in your collage, and why did you choose them?
- Did you notice any common themes or aspirations shared with other groups in the collage presentations?
- How did the collages of different groups complement or connect with each other?
- How did creating a visual representation contribute to your understanding of the shared vision?
- Is there anything else you would like to add or share about the Vision Collage activity or the shared vision development process?
- Any additional insights or reflections you would like to express?

These questions prompt participants to reflect on their experience, understand common themes, and envision their contributions to the shared vision. The answers will provide valuable feedback to guide the next steps in the participatory planning process.

Module Nine: Facilitating Community-Based Participatory Resource Use and Management Planning	
Time Allocated	300 Minutes
Learning objective	The module is to equip participants with the knowledge and skills to facilitate participatory planning processes in community resource use and management. Participants will learn to engage stakeholders, identify challenges, set goals collaboratively, develop action plans, and implement adaptive management strategies. By the end of this module, participants will be able to apply participatory approaches effectively, fostering community ownership and sustainable resource management practices.
Learning Outcomes	Participants will gain the knowledge and skills to effectively facilitate participatory planning in community resource use and management. They will engage stakeholders, set goals collaboratively, and implement adaptive strategies, fostering community ownership and sustainable resource management practices.
Methodology	Individual Activities, Group Activities, Brainstorming
Materials	<ul style="list-style-type: none"> ● Flip chart, Markers, Sticky notes or index cards Large flip chart paper or whiteboard. ● Worksheet with problem identification and prioritization techniques (prepared in advance) ● Worksheet with SMART goals framework and consensus-building techniques, SWOT Analysis form, draw Problem tree (prepared in advance) ● Worksheet with monitoring and evaluation framework, relevant indicators, and data collection methods (prepared in advance)
Session	Session One: Understanding Participatory Planning
	Session Two: Participatory Context/Scenario Analysis
	Session Three: Problem Identification and Prioritization
	Session Four: Goal Setting, and Collaborative Decision Making
	Session Five: Develop Action Plans and Strategies
	Session Six: Participatory Monitoring and Evaluation
	Session Seven: Adaptive Planning and Continuous Improvement

Facilitator notes:

Facilitate inclusive learning with case studies and group discussions. Guide practice of planning techniques, encourage critical thinking and support action plan development. Cultivate collaboration and respect for a rewarding learning and networking experience.

WIIFY (What in It For You)

Participatory planning empowers individuals and communities, values diverse perspectives, and fosters sustainable development. It enhances collaboration, accountability, and inclusive decision-making, resulting in comprehensive solutions that address the needs of all community members. Through participatory planning, lasting changes and equitable development can be achieved, promoting transparency, trust, and shared responsibility.

SESSION ONE: UNDERSTANDING PARTICIPATORY PLANNING

Objectives:

- Introduce participants to the concept and principles of participatory planning.
- Explain the importance of stakeholder involvement in decision-making.
- Highlight the benefits and challenges of participatory planning in watershed management.

Brainstorming Questions

1. How would you define participatory planning in the context of community development or decision-making processes?
2. Can you provide examples of successful participatory planning initiatives in different settings or regions?
3. What are some potential challenges or barriers to implementing participatory planning in various contexts?

Group Activity: Participatory Planning vs. Top-Down Planning for Farmers and Experts

Objective: The objective of this group activity is to help participants understand the key differences between participatory planning and top-down planning approaches in the context of farmers and experts. Through this activity, participants will explore the benefits of involving farmers in decision-making processes and how participatory planning can lead to more effective and sustainable agricultural development initiatives.

Instructions:

1. Divide participants into small groups (4-6 members).
2. Provide each group with a flip chart or whiteboard and markers.
3. Assign one group as "Participatory Planning" and another as "Top-Down Planning."

4. Present key differences on decision-making, local knowledge, ownership, tailored solutions, empowerment, and learning/adaptation.
5. Give 15–20 minutes for brainstorming and discussion on the differences.
6. Groups present findings with relevant agriculture examples. Encourage them to use examples and scenarios relevant to farmers and experts in agriculture.
7. Facilitate a discussion on advantages and disadvantages of each approach.
8. Participants imagine real-life farming projects and discuss suitable planning approaches.
9. Summarize the main points, emphasizing the benefits of participatory planning for farmers and experts in agriculture.

Facilitator Note:

Participatory planning is an inclusive and collaborative approach that engages farmers and extension workers in farmer vision or decision-making. It aims to create a democratic and transparent platform, considering diverse perspectives and needs to shape planning and decisions.

Participatory planning in the context of farmers and experts differs significantly from traditional top-down planning approaches in the following ways:

Aspect	Participatory Planning	Traditional Top-Down Planning
Decision-Making Process	Farmers and experts actively engage in decision-making.	Decisions made by experts or authorities without farmer input.
Local Knowledge	Values local knowledge and expertise of farmers.	Expertise of farmers may be overlooked or undervalued.
Ownership and Commitment	Farmers take ownership of solutions and commit to them.	Farmers may feel disconnected and less committed to plans.
Tailored Solutions	Solutions tailored to the specific needs of farmers.	Generalized solutions may not address individual challenges.
Empowerment and Trust	Farmers feel empowered and trusted in the process.	Lack of trust may lead to disengagement from farmers.
Learning and Adaptation	Encourages learning and adaptation based on feedback.	Less adaptive to new information or changing circumstances.

Participatory planning promotes inclusive and collaborative agricultural development, empowering farmers and experts with local relevance. In contrast, top-

down planning may overlook unique perspectives, resulting in less effective and sustainable outcomes.

Group Activity:

"Experiencing Different Levels of Community Participation"

Objective: To help trainees understand and recognize the various levels of community participation and their implications.

Instructions:

1. Divide trainees into small groups.
2. Provide each group with a set of scenario cards, each representing one of the typologies (passive participation, participation in information giving, participation by consultation, etc.).
3. In their groups, trainees should read and discuss the scenarios, understanding the components of each participation level.
4. Each group will act out the scenario they received, demonstrating the dynamics and characteristics of that level of participation.
5. After each role-play, encourage a brief group discussion to share observations and insights about the scenario.
6. Rotate the scenario cards among the groups, so each group gets a chance to experience and analyze different participation levels.
7. Facilitate a final discussion with the whole group, where trainees can reflect on the importance of meaningful participation and how it impacts community development.

Through this activity, trainees will actively engage in understanding and experiencing the different levels of community participation. It will promote deeper comprehension of each typology and foster discussions on how to promote more inclusive and effective participatory approaches in community development initiatives.

Facilitator Note:

S/N	Typology	Components of each type
1	Passive participation	Being told what will happen without listening to responses from people.
2	Participation in information giving	Answering questions from extractive researchers, information with no influence on proceedings.
3	Participation by consultation	Being consulted, but decisions are made externally without considering views.

4	Participation for material incentives	Providing resources in return for material benefits without involvement in decision-making.
5	Functional participation	Forming groups to achieve predetermined objectives, dependent on external initiators.
6	Participation for material incentives	Providing resources for incentives without involvement in learning or experimentation.
7	Functional participation	Forming groups to achieve predetermined objectives, with potential for self-reliance.

Group Activity:**The Spider Web of Collaboration for Farmers, Experts, and Extension Workers**

Objective: The Spider Web of Collaboration activity aims to introduce farmers, experts, and extension workers to the concept and principles of participatory planning while emphasizing the importance of their involvement in decision-making. Through this interactive exercise, participants will understand the benefits and challenges of participatory planning in the context of watershed management.

Instructions:

- Start the session by explaining the objectives of the activity and its relevance to participatory planning in watershed management for farmers, experts, and extension workers.
- Briefly discuss the concept of participatory planning and its importance in involving stakeholders in decision-making processes.

Building the Spider Web:

- Draw a large circle in the center of the flip chart paper or whiteboard. Label it as "Watershed Management."
- Around the circle, draw lines like a spider web, connecting to smaller circles on the periphery.
- Label these smaller circles with key principles of participatory planning, such as "Inclusivity," "Transparency," "Collaboration," "Empowerment," etc.
- Explain each principle briefly and its significance in the context of participatory planning, considering the perspectives of farmers, experts, and extension workers.

Benefits and Challenges:

- Divide participants into small groups and assign each group one principle from the spider web.
- In their groups, participants should discuss the benefits and challenges associated with the assigned principle in the context of participatory planning for watershed management from their respective roles.
- Each group will present their findings to the rest of the participants, sharing insights on the advantages and potential difficulties related to their assigned principle.

Group Discussion:

- Facilitate a group discussion to summarise the benefits and challenges presented by each group, considering the perspectives of farmers, experts, and extension workers.
- Encourage participants to identify common themes and potential strategies to address the challenges.
- Emphasise the importance of incorporating these principles in participatory planning for effective watershed management that includes farmers and extension workers.

Conclusion:

- Wrap up the activity by reiterating the key principles of participatory planning and their role in collaborative decision-making for watershed management, involving farmers, experts, and extension workers.
- Invite participants to share any personal reflections or insights gained from the activity, considering their roles in the process.
- Transition to the next session, highlighting its connection to the principles discussed in this session.

Note: This activity can be adjusted to accommodate the group's size, preferences, and time constraints. It serves as an engaging way to introduce the foundational principles of participatory planning and their application in watershed management, involving farmers, experts, and extension workers.

Reflection Question

- Which participatory planning principle stood out to you the most, considering the involvement of farmers, experts, and extension workers in agricultural development? How do you think it can be applied in your role?

- What benefits did your group identify when involving farmers, experts, and extension workers in decision-making for agricultural development?
- Were there any challenges your group identified in implementing participatory planning with these stakeholders? How can these challenges be addressed, given their unique perspectives and roles?
- In what ways can participatory planning create a greater sense of ownership and commitment among farmers, experts, and extension workers towards agricultural development initiatives?
- How can participatory planning principles be adapted to suit the local cultural context and address specific challenges faced by farmers, experts, and extension workers in your local context?
- What steps can be taken by farmers, experts, and extension workers to promote participatory planning as a standard approach for watershed management in your community or region?

SESSION TWO: PARTICIPATORY CONTEXT ANALYSIS IN THE CONTEXT OF WATERSHED MANAGEMENT AND CLAIMS MANAGEMENT

Objective:

understand the importance of participatory context analysis in watershed and claims management, learn relevant methods and principles, identify stakeholders and their roles, analyse social, economic, and environmental factors, evaluate policies and institutions, and develop action plans and strategies for sustainable watershed and land management practices.

Instructions:

- Begin the session by recapping Session One's key principles of participatory planning in watershed management.
- Introduce the concept of participatory context analysis and its significance in understanding the complexities and challenges surrounding water resources and land claims management.
- Explain the session's objective and how it will aid participants in formulating informed and inclusive strategies.

Part 1: Identifying Key Stakeholders

- Divide participants into small groups and provide each group with sticky notes or index cards.
- Instruct each group to identify and list all the key stakeholders involved in watershed management and land resources management in their specific region or community.

- Each group will present their stakeholder lists to the whole group, and similarities and differences will be discussed.

Part 2: Analyzing Stakeholder Perspectives

- After identifying key stakeholders, ask each group to analyse the interests, concerns, and objectives of these stakeholders regarding watershed and land management.
- Participants should consider how different stakeholders may be affected by decisions and their potential level of influence.
- Each group will present their findings, and the facilitator will guide discussions on potential conflicts, alliances, and areas of collaboration.

Part 3: Mapping the Context

- Instruct each group to create a visual representation (e.g., mind maps or diagrams) of the key factors influencing watershed management and claims management, including social, economic, policies, and environmental aspects.
- Participants should also indicate the relationships and interactions between different factors and stakeholders.
- Each group will present their context maps, and the facilitator will lead a collective discussion to highlight common themes and differences.

Conclusion:

- Summarize the main insights gained from the participatory context analysis process, emphasizing the significance of understanding stakeholders' perspectives and the broader context when developing watershed management strategies.
- Discuss how participatory context analysis can lead to more inclusive, sustainable, and effective decision-making in watershed management and land management.
- Encourage participants to apply the insights gained from this session in subsequent sessions or real-life scenarios related to watershed and land claims.

Note: The session can be adapted to the specific context and time available. Depending on the participants' backgrounds and the complexity of the issues, additional activities and discussions can be included to deepen the analysis further. The participatory context analysis exercise will empower participants to make

informed and inclusive decisions regarding water and land resources, considering the perspectives and interests of all stakeholders involved.

The guiding questions for context analysis in the context of watershed management presented in table form:

Categories	Guiding Questions
Socio-Economic Factors	What are the primary economic activities in the watershed area?
	How do these economic activities contribute to the livelihoods of the local communities?
	Are there any social or economic disparities within the watershed area? If so, what are the implications for watershed management?
	How does population growth and demographic changes affect watershed management?
	-Are there any cultural practices or traditions that influence water resource management in the area?
Policies Factors	What is the governance structure for watershed management in the area?
	Are there any relevant policies, laws, or regulations that impact watershed management?
	How are decisions regarding water resource allocation and management made?
	Are there any conflicts or power dynamics among different stakeholders involved in watershed management?
Environmental Factors	What is the ecological state of the watershed? Are there any critical ecosystems or endangered species?
	What are the main sources of water pollution or degradation in the watershed?
	Are there any natural hazards or climate change impacts that affect water resources?
	How does land use and deforestation impact water availability and quality?
	Are there any ongoing or planned infrastructure projects (e.g., dams, irrigation systems) that may impact the watershed?
Stakeholder Engagement	Who are the key stakeholders involved in watershed management? (e.g., local communities, government agencies, NGOs, private sector)
	What are the interests, concerns, and perspectives of different stakeholders?
	How have stakeholders been involved in previous decision-making processes related to watershed management?
	Are there any existing mechanisms or platforms for stakeholder engagement and collaboration?

	What are the potential barriers to stakeholder participation, and how can they be addressed?
Biophysical Conditions	What is the historical context of watershed management?
	Are there any traditional or indigenous knowledge systems related to watershed management?
	What are the physical characteristics of the watershed (e.g., size, topography, land use)?
	What is the hydrological profile of the watershed (e.g., water flow, rainfall patterns)?
	Are there any existing environmental challenges or threats in the watershed?
Socio-cultural Condition	What are the social dynamics and cultural practices in the watershed?
	What is the level of community engagement and participation in water management?
	Are there any traditional water management practices in the watershed?

These guiding questions will aid participants in conducting a comprehensive context analysis for watershed management, ensuring that all relevant factors and stakeholders are considered for informed decision-making.

SESSION THREE: PROBLEM IDENTIFICATION AND PRIORITIZATION

Objectives:

Equip participants with the knowledge and skills to identify and assess the key challenges and issues related to watershed management effectively. Participants will learn various participatory methods and tools to engage stakeholders in problem identification, conduct thorough assessments of the problems faced, and prioritize them based on their significance and impact on water resources and the community.

Facilitation Steps:

Introduction:

- Reiterate the objectives of the session.
- Explain the importance of problem identification and prioritisation in effective watershed management.
- Share that the session will focus on collaborative techniques to ensure all stakeholders' perspectives are considered.

Presenting Problem Identification Techniques:

- Provide participants with a handout containing various techniques for problem identification (e.g., brainstorming, problem tree analysis, SWOT analysis).
- Briefly explain each technique, including how it can be used to identify and categorise key issues related to watershed management.
- Encourage participants to consider the unique strengths and limitations of each technique.

Small Group Brainstorming:

- Divide participants into small groups, ensuring a mix of stakeholders in each group.
- Instruct each group to choose a problem identification technique from the handout.
- Task the groups with applying their chosen technique to identify and list challenges related to watershed management on sticky notes.
- Encourage participants to think creatively and include a diverse range of issues.

Problem Prioritization:

- Gather all the sticky notes with listed challenges from each group.
- As a facilitator, cluster similar challenges together on the flip chart paper or whiteboard.
- Guide the participants in a group discussion to collectively prioritize the identified challenges based on their relevance and potential impact on watershed management.
- Use a voting system (e.g., dot voting or ranking) to facilitate the prioritisation process.

Consolidation and Conclusion:

- Summarise the prioritised challenges and their significance in watershed management.
- Emphasize the collaborative nature of problem identification and prioritization, ensuring all stakeholders' voices are heard.
- Conclude the session by highlighting that the identified priorities will guide the subsequent stages of the participatory planning process.

Note: The facilitation module can be adjusted to suit the specific needs and dynamics of the participant group. Facilitators should encourage open dialogue, active participation, and a respectful exchange of ideas during the problem identification and prioritisation process.

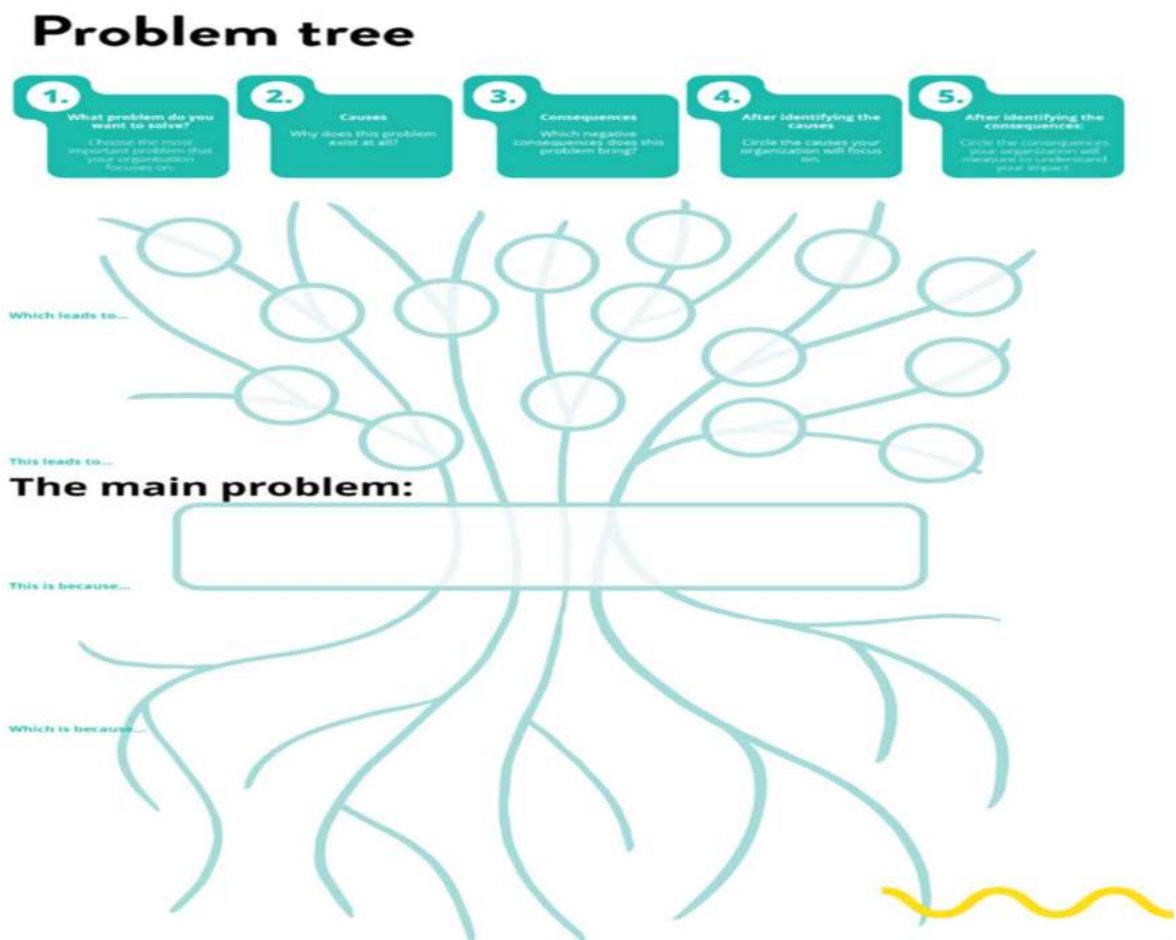
Reflection questions

- Which problem identification technique did your group choose during the brainstorming session, and why do you believe it effectively identified challenges related to watershed management?
- Surprises or differing perspectives during challenge prioritization? How were differences handled?
- How will prioritized challenges influence participatory planning for watershed management? Impact on effectiveness and sustainability?

Facilitator Note:

Problem tree strategy format

In the Problem Tree Analysis tree format, the main problem or issue is at the top of the tree. The causes or root causes are listed below the main problem, branching out from it. Similarly, the effects or consequences are listed below the main problem, also branching out from it. Finally, the solution strategies are listed below the causes or root causes, branching out from them. This visual representation helps to understand the cause-and-effect relationships leading to the main problem and identifies potential strategies to address it.



SWOT Analysis Format**SWOT Analysis**

	Strengths	Weaknesses
Internal	Strength 1	Weakness 1
	Strength 2	Weakness 2
External	Opportunities	Threats
	Opportunity 1	Threat 1
	Opportunity 2	Threat 2

SESSION FOUR: GOAL SETTING, AND COLLABORATIVE DECISION-MAKING**Objectives:**

- Assist participants in formulating a compelling shared vision.
- Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- Utilise consensus-building techniques for collaborative decision-making.

Brainstorming questions

- What does the concept of "goal" mean to you, and how would you define it in the context of your work or experiences?
- Have you been involved in developing goals before? If so, could you share your experiences and describe the process you went through? What tools or methods did you use during the goal-setting process?
- How do you perceive the relationship between goal setting and decision making in the context of participatory planning involving farmers, extension workers, and experts? How do these elements complement each other in achieving successful outcomes?

Facilitator Note:

- Goals in the context of water resource management in the watershed refer to specific and measurable targets that guide actions and decision making. Participatory planning involves involving farmers, extension workers, and experts in setting goals, ensuring ownership and commitment.
- The iterative process considers diverse perspectives, aligning with the shared vision developed in the previous module. Inclusive goal setting enhances decision making, leading to effective and sustainable outcomes in water resource management for the watershed.

Goal Setting and Collaborative Decision Making

Objectives:

- Assist participants in formulating a compelling shared vision.
- Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- Utilise consensus-building techniques for collaborative decision-making.

Facilitation Steps:

Introduction:

- Welcome participants and reiterate the objectives of the session.
- Emphasize the importance of goal setting and collaborative decision-making in driving successful watershed management.
- Explain that the session will guide participants in crafting clear and achievable goals that align with a compelling shared vision.

Presenting the Shared Vision:

- Remind participants of the shared vision crafted in a previous session.
- Display the shared vision statement on a screen or flip chart paper.
- Invite participants to reflect on the shared vision and share their thoughts and feelings about it.

SMART Goals Framework:

- Provide participants with a handout explaining the SMART goals framework (Specific, Measurable, Achievable, Relevant, Time-bound).
- Go through each component of SMART goals, giving examples related to watershed management.
- Encourage participants to think about their shared vision and how SMART goals can be used to achieve it.

Small Group Activity - Goal Setting:

- Divide participants into small groups, ensuring a mix of stakeholders in each group.
- Instruct each group to develop SMART goals that align with the shared vision.
- Participants can write their goals on sticky notes and place them on a designated area on the flip chart paper.

Collaborative Decision-Making:

- Gather all the SMART goals from each group and display them for all participants to see.
- Facilitate a group discussion to compare and analyze the proposed goals.

- Encourage participants to discuss the feasibility, relevance, and potential impact of each goal.

Consensus-Building Techniques:

- Provide participants with a handout explaining various consensus-building techniques (e.g., multi-voting, nominal group technique).
- Choose one consensus-building technique to use during the session (based on group size and time constraints).
- Facilitate the selected technique to help participants collectively prioritize and refine the SMART goals.

Conclusion:

- Summarize the SMART goals that emerged from the session and their alignment with the shared vision.
- Highlight the importance of collaborative decision-making in ensuring stakeholder buy-in and commitment.
- Conclude the session by expressing the value of setting clear and achievable goals to guide the next stages of the participatory planning process.

Note: The facilitation module can be adapted to suit the specific needs and dynamics of the participant group. Facilitators should foster an inclusive and supportive environment for all participants to contribute their ideas and actively participate in the goal-setting process.

SMART Goals Format

	Specific	Measurable	Achievable	Relevant	Time-bound
Goal 1					
Goal 2					
Goal 3					

SESSION FIVE: DEVELOP ACTION PLANS AND STRATEGIES

Objectives:

- Guide participants in designing actionable steps and tasks.
- Assign roles and responsibilities for implementing the action plans.
- Identify required resources and develop risk management strategies.

Develop Action Plans and Strategies

Objectives:

- Guide participants in designing actionable steps and tasks.
- Assign roles and responsibilities for implementing the action plans.
- Identify required resources and develop risk management strategies.

Materials Needed:

- Large flip chart paper or whiteboard.
- Markers.
- Sticky notes.
- Handout with action plan template, roles and responsibilities, and risk management strategies (prepared in advance).

Facilitation Steps:

Introduction:

- Welcome participants and reiterate the objectives of the session.
- Explain the importance of developing actionable and realistic action plans for effective watershed management.
- Emphasize the need for clearly defined roles, responsibilities, and risk management strategies.

Action Plan Template :

- Provide participants with a handout containing an action plan template that includes sections for tasks, timeline, resources, and responsible parties.
- Go through each section of the template, explaining its purpose and relevance to the session's objectives.

Small Group Activity - Action Planning:

- Divide participants into small groups, ensuring representation from different stakeholder groups in each group.
- Instruct each group to select one key goal from the shared vision and develop an action plan to achieve it.
- Participants can use sticky notes to jot down specific tasks, timelines, required resources, and the individuals or groups responsible for each task.

Group Presentations:

- Invite each group to present their action plan to the larger group.
- As groups present, record their action plans on the flip chart paper or whiteboard for all participants to see.

- Facilitate discussions, encouraging participants to ask questions and provide feedback on each action plan.

Roles and Responsibilities:

- Discuss the importance of clearly assigning roles and responsibilities in ensuring accountability and effective implementation.
- Facilitate a brief discussion on how to divide tasks among stakeholders based on their expertise and interests.

Risk Management Strategies:

- Provide participants with a handout explaining risk management strategies in the context of watershed management.
- Discuss potential risks and challenges that may arise during action plan implementation.
- Encourage participants to brainstorm risk management strategies to mitigate or address these challenges.

Conclusion:

- Summarize the key action plans presented during the session and highlight their alignment with the shared vision and SMART goals.
- Reinforce the importance of collaboration, clear roles, and risk management for successful implementation.
- Conclude the session by expressing the significance of the developed action plans and strategies in advancing watershed management goals.

Note: The facilitation module can be adjusted to suit the specific needs and dynamics of the participant group. Facilitators should encourage open dialogue, active participation, and a collaborative approach during the development of action plans and strategies.

Action Plan Template

	Action Steps	Responsible Person/Team	Timeline	Resources Needed	Progress
Task 1					
Task 2					
Task 3					

SESSION SIX: PARTICIPATORY MONITORING AND EVALUATION

Objectives:

- Establish a participatory monitoring and evaluation framework.
- Select relevant indicators to measure progress and success.
- Utilize participatory data collection methods for comprehensive insights.

Reflection Questions:

1. How would you define Participatory Monitoring and Evaluation based on your understanding?
2. Have you had any prior experience working on Participatory Monitoring and Evaluation? If so, how did it impact the project or initiative you were involved in?

Through PM&E, farmers, extension workers, and experts collaboratively assess the impact watershed management initiatives. They identify successes, challenges, and lessons learned, leading to better-informed decisions for project improvement. This inclusive approach fosters a sense of ownership and commitment among stakeholders, resulting in more effective and sustainable watershed management strategies tailored to the specific needs of the community.

Participatory Monitoring and Evaluation

Objectives:

- Establish a participatory monitoring and evaluation framework.
- Select relevant indicators to measure progress and success.
- Utilize participatory data collection methods for comprehensive insights.

Materials Needed:

- Large flip chart paper or whiteboard.
- Markers.
- Sticky notes.
- Handout with monitoring and evaluation framework, relevant indicators, and data collection methods (prepared in advance).

Facilitation Steps:

Introduction:

- Welcome participants and reiterate the objectives of the session.
- Explain the importance of participatory monitoring and evaluation in ensuring the success and impact of watershed management efforts.
- Emphasize the value of involving stakeholders in the monitoring and evaluation process.

Monitoring and Evaluation Framework:

- Provide participants with a handout containing a monitoring and evaluation framework template.
- Explain the components of the framework, including the importance of setting clear objectives, defining indicators, and planning data collection methods.

Selecting Relevant Indicators:

- Present a list of potential indicators related to watershed management (e.g., Area of land rehabilitated, flooding reduced, volume of water increased in springs, etc.).
- Discuss the significance of each indicator in measuring progress and success.
- Guide participants in selecting indicators that align with the shared vision and SMART goals.

Small Group Activity - Indicator Selection:

- Divide participants into small groups, ensuring representation from different stakeholder groups in each group.
- Instruct each group to select and prioritize relevant indicators from the list for their specific watershed management goal.
- Participants can use sticky notes to jot down the selected indicators and their reasons for choosing them.

Group Presentations and Consensus:

- Invite each group to present their chosen indicators to the larger group.
- Facilitate a discussion to achieve consensus on the most appropriate indicators for each goal.
- Record the agreed-upon indicators on the flip chart paper or whiteboard.

Participatory Data Collection Methods:

- Provide participants with a handout explaining various participatory data collection methods (e.g., surveys, focus groups, participatory mapping).
- Discuss the advantages of involving stakeholders in data collection and the potential for gaining comprehensive insights.

Conclusion:

- Summarize the monitoring and evaluation framework, including the selected indicators and data collection methods.
- Emphasize the importance of ongoing stakeholder engagement in the monitoring and evaluation process.

- Conclude the session by expressing the significance of participatory monitoring and evaluation in strengthening watershed management practices.

Note: The facilitation module can be adjusted to suit the specific needs and dynamics of the participant group. Facilitators should encourage active participation and collaboration in selecting indicators and data collection methods that align with the shared vision and goals.

Reflection questions

1. How does participatory monitoring and evaluation contribute to the success and impact of watershed management efforts?
2. What are the benefits of involving stakeholders in the monitoring and evaluation process?
3. How did the process of selecting indicators and prioritizing them in small groups enhance collaboration and shared understanding among participants?
4. What insights did you gain from exploring different participatory data collection methods, and how do they contribute to comprehensive monitoring and evaluation?

SESSION SEVEN: ADAPTIVE PLANNING AND CONTINUOUS IMPROVEMENT

Objectives:

Enable participants to understand the importance of adaptive planning in participatory planning and its role in achieving sustainable outcomes. Participants will learn how to identify and respond to changing conditions and uncertainties, fostering a flexible and responsive approach to participatory planning implementation. By the end of this session, participants will be able to apply adaptive planning principles effectively, enhancing the overall effectiveness and resilience of their participatory planning initiatives.

Adaptive Planning and Continuous Improvement

Objectives:

- Emphasize the importance of adaptive planning and learning.
- Encourage stakeholders to provide feedback and suggestions.
- Continuously improve the plan based on evaluation results and changing circumstances.

Facilitation Steps:**Brainstorming Questions:**

- What comes to mind when you hear the term "adaptive planning" in the context of community development?
- Have you encountered any situations in your previous participatory planning where adaptability was crucial for success? Please share your experiences.
- Why is being flexible and responsive in community development initiatives essential?
- What are some challenges that arise when implementing rigid, non-adaptive plans in dynamic community settings?
- How can adaptive planning contribute to achieving more sustainable and resilient outcomes in community development?

Understanding Adaptive Planning:

- Provide participants with a worksheet explaining the concept of adaptive planning and its relevance in the context of watershed management.

Discuss real-life examples where adaptive planning has proven effective in addressing changing circumstances.

The facilitator writes the on a flipchart.

Topic	Definition
Definition of Adaptive Planning	<ul style="list-style-type: none"> ✓ A flexible and responsive approach to planning that allows for adjustments based on changing conditions and new information. ✓ Emphasizes learning from experiences and continuous improvement. ✓ Involves stakeholders in decision-making and problem-solving. ✓ Focuses on long-term sustainability and resilience.
Principles of Adaptive Planning	<ul style="list-style-type: none"> ✓ Embrace uncertainty and unpredictability. ✓ Monitor and assess outcomes regularly. ✓ Involve stakeholders at all stages. ✓ Be open to innovation and experimentation. ✓ Encourage learning and knowledge sharing. ✓ Integrate feedback for continuous improvement.

**Importance of
Adaptability in
Community Development**

- ✓ Community needs and environmental conditions are dynamic and can change over time.
 - ✓ Adaptive planning allows for timely responses to emerging challenges and opportunities.
 - ✓ Enhances the effectiveness and efficiency of community development projects.
 - ✓ Increases resilience and ability to cope with uncertainties.
 - ✓ Empowers communities to take ownership of their development process.
-

Collecting Feedback:

- Introduce various mechanisms for collecting feedback from stakeholders (e.g., surveys, focus groups, suggestion boxes).
- Discuss the benefits of obtaining diverse perspectives and the potential for innovative ideas through feedback.
- Encourage participants to share their own experiences and ideas for effective feedback collection.

Small Group Activity - Feedback Mechanisms:

- Divide participants into small groups, ensuring representation from different stakeholder groups in each group.
- Instruct each group to brainstorm and select practical feedback mechanisms that can be implemented during the watershed management process.
- Participants can use sticky notes to record their ideas and suggestions.

Group Presentations and Discussion:

- Invite each group to present their chosen feedback mechanisms to the larger group.
- Facilitate a discussion on the feasibility and potential benefits of each mechanism.
- Encourage participants to provide feedback and additional suggestions for improvement.

Facilitator Note:

Methods and Tools for Collecting Feedback in Participatory Planning

1. Surveys
 2. Focus Group Discussions
 3. Interviews
 4. Community Meetings
 5. Suggestion Boxes
 6. Online Platforms
 7. Participatory Mapping
 8. Social media and Online Surveys
 9. Feedback Forms and Comment Cards
 10. Observation and Direct Feedback
-

Continuous Improvement Strategies:

- Provide participants with a worksheet containing strategies for continuous improvement in watershed management.
- Discuss the importance of regular evaluation and the need to adapt the plan based on evaluation results and changing circumstances.

Conclusion:

- Summarize the concepts of adaptive planning, feedback collection, and continuous improvement.
- Emphasize the role of stakeholders in driving continuous improvement and adapting the plan to ensure long-term success.
- Conclude the session by expressing the value of fostering a culture of learning and adaptation in watershed management.

Note: The facilitation module can be adjusted to suit the specific needs and dynamics of the participant group. Facilitators should foster an open and supportive environment for participants to share their feedback and ideas for continuous improvement.

Debrief Questions:

- What were your most valuable takeaways from the module?
- How do you plan to apply the knowledge and skills gained in your watershed management work?
- Did the participatory approach enhance your engagement and learning experience? Why or why not?
- Which session or activity had the greatest impact on your understanding?

- Were there any topics that you feel needed more in-depth exploration or discussion?
- How can the participatory planning process be better integrated into your watershed management or land management efforts?
- How can we sustain momentum and commitment towards achieving the shared vision?

Participatory Planning Canvas

Note: please encourage the participant to exercise participatory planning canvas as summary sheet for this module.

Aspect	Description
Purpose/Goal	Clearly define the purpose or goal of the participatory planning process.
Scope	Identify the boundaries and scope of the planning process, including the specific geographic area or project.
Stakeholders	Identify the key stakeholders involved or affected by the planning process.
Roles and Responsibilities	Define the roles and responsibilities of different stakeholders in the planning process.
Communication	Determine the communication channels and methods for engaging stakeholders and sharing information.
Engagement Methods	Specify the participatory methods and tools to be used for stakeholder engagement.
Timeline	Establish a timeline with key milestones and deadlines for the planning process.
Resources	Identify the resources, such as funding, personnel, and materials, needed for the planning process.
Decision-making	Define the decision-making process and mechanisms for reaching consensus among stakeholders.
Monitoring and Evaluation	Determine how the progress and outcomes of the planning process will be monitored and evaluated.
Documentation	Specify the documentation and reporting requirements for the planning process.

This Participatory Planning Canvas provides a structured framework for guiding and documenting the key aspects of a participatory planning process. It helps ensure that important considerations, such as stakeholder engagement, communication, and decision-making, are adequately addressed throughout the planning process.

Module Ten: Conflict Management	
Time Allocated	120 Minutes
Learning objective	Participants will develop the knowledge and skills to effectively manage conflicts in various settings and promote positive resolutions.
Learning Outcomes	Participants will apply conflict management strategies to address conflicts and enhance collaboration and productivity. They will gain insights into their conflict styles and develop strategies for managing emotions and facilitating productive dialogue.
Methodology	Brainstorming, Individual Activities, Group Activities
Materials	Flipchart, Marker
Session	Session One: Introduction to Conflict and Its Impact
	Session Two: Conflict Resolution Strategies
	Session Three: Managing Emotions and Difficult Behaviours in Conflicts
	Session Four: Building Collaboration and Consensus
	Session Five: Conflict Prevention and Early Intervention
	Session Six: Conflict Transformation and Sustainable Solutions
<p>Facilitator notes:</p> <p>During this session on conflict management, create a safe and supportive learning environment. Emphasize understanding conflict styles and the impact of emotions on resolution. Use examples to illustrate strategies. Facilitate discussions and activities for sharing experiences and insights. Provide guidance as participants practice conflict resolution skills. Encourage active listening and open communication. Summarize key takeaways and reinforce the importance of ongoing development in conflict management skills.</p>	

WIFY(What In It For You)

conflict management is that conflicts are a natural part of human interactions, and when managed effectively, they can lead to positive outcomes. By understanding the underlying causes of conflicts, employing constructive communication strategies, and seeking collaborative solutions, conflicts can be transformed into opportunities for growth, understanding, and stronger relationships. Conflict management skills are essential for fostering productive and harmonious environments, whether in personal relationships, workplaces, or broader social contexts.

SESSION ONE: INTRODUCTION TO CONFLICT AND ITS IMPACT

- Define conflict and discuss its various forms and manifestations.
- Explore the impact of unresolved conflicts on individuals, teams, and organizations.
- Highlight the importance of addressing conflicts constructively and proactively.

Facilitator Note:

Conflicts are a natural part of human interactions and can arise in any group or organization, including during resource mobilization activities. It's important to acknowledge that conflicts are not day-to-day occurrences but may arise once in a while, even in the most cohesive and well-functioning teams. As a facilitator, it's essential to be prepared to handle conflicts when they occur and guide participants in finding their own solutions to resolve them.

Activity: Conflict Case Studies

- Divide participants into small groups.
- Provide each group with a set of conflict case studies representing different scenarios and contexts.
- Instruct the groups to analyse the case studies, identify the underlying causes and dynamics of the conflicts, and discuss potential resolution strategies.
- Encourage participants to share their insights and experiences related to conflicts in their own work or personal lives.

SESSION TWO: CONFLICT RESOLUTION STRATEGIES

- Present a range of conflict resolution strategies and techniques, such as negotiation, mediation, arbitration, and collaborative problem-solving.
- Discuss the advantages, limitations, and appropriate contexts for each strategy.

- Provide real-life examples and case studies to illustrate the successful application of different conflict resolution strategies.

Conflict Resolution Strategies for Farmers:

Conflict Strategy	Resolution	Description
Active Listening		Actively listening to the concerns and emotions of all parties involved in the conflict, without interrupting or judging, to foster understanding and empathy.
Win-Win Negotiation		Engaging in negotiations that aim to find solutions where all farmers' interests and needs are considered, leading to mutually beneficial outcomes for all.
Mediation		Involving a neutral third party, such as an agricultural extension officer or community leader, to facilitate communication and guide farmers toward resolution.
Collaboration		Encouraging farmers to work together and communicate openly, pooling their ideas and resources to collaboratively solve the conflict.
Compromise		Encouraging farmers to find middle ground and make concessions to reach an acceptable resolution that addresses the concerns of all parties involved.
Avoidance		Temporarily stepping away from the conflict situation to de-escalate emotions and gain perspective before revisiting the issue with a calmer mindset.
Problem-Solving		Analyzing the root causes of the conflict and engaging in joint problem-solving efforts to find practical solutions that address the underlying issues.
Assertiveness		Encouraging farmers to express their needs, concerns, and boundaries clearly and respectfully, ensuring all viewpoints are acknowledged and valued.
Forgiveness and Reconciliation		Encouraging farmers to let go of past grievances and work towards healing and rebuilding trust, fostering renewed relationships within the farming community.

Peer Review	Involving peers or experienced farmers to objectively assess the conflict and offer insights and potential resolutions based on their perspectives.
Time-Out	Recommending a break from the conflict situation, allowing farmers to cool down emotionally and gain perspective before resuming discussions.
Clarifying Expectations	Addressing misunderstandings by clarifying expectations and ensuring all parties have a shared understanding of roles and responsibilities.
Empathy	Cultivating empathy and understanding for each other's feelings and perspectives, which can help farmers find common ground and resolve conflicts.
Focus on Interests, Not Positions	Shifting the focus from fixed positions to underlying interests and needs, enabling creative problem-solving and fostering innovative solutions.
Communication Training	Providing training in effective communication and conflict resolution skills to improve dialogue and reduce the chances of misunderstandings.
Power Sharing	Ensuring decision-making power is shared among all farmers involved, preventing imbalances that may lead to conflicts and fostering inclusivity.
Establishing Ground Rules	Setting clear guidelines and rules for respectful communication and behavior during conflict discussions to create a safe and constructive environment.
Feedback and Follow-Up	Seeking feedback after resolving a conflict to assess the effectiveness of the solution and making adjustments if necessary for ongoing harmony.
Using Humor	Using humor strategically to diffuse tension and lighten the atmosphere, making it easier for farmers to communicate and find common ground.
Structured Problem-Solving	Applying a step-by-step problem-solving approach, such as identifying the problem, generating solutions, evaluating options, and implementing the best one.

These conflict resolution strategies can be valuable tools for farmers in navigating and resolving conflicts that may arise within the farming community, enabling harmonious relationships and collaborative efforts towards sustainable agriculture.

Activity: Role-Play: Negotiation Simulation

- Divide participants into pairs or small groups, assigning each group a conflict scenario.
- Instruct participants to role-play the conflict scenario and apply negotiation techniques to reach a mutually beneficial resolution.
- Provide guidance and feedback during the role-plays, encouraging participants to explore effective communication, active listening, and creative problem-solving.

SESSION THREE: MANAGING EMOTIONS AND DIFFICULT BEHAVIOURS IN CONFLICTS

- Explore the role of emotions in conflicts and their potential impact on conflict resolution.
- Discuss strategies for managing emotions effectively and de-escalating tense situations.
- Address common difficult behaviours encountered in conflicts and provide techniques for dealing with them constructively.

Activity: Constructive Feedback Workshop

- Divide participants into small groups.
- Assign each group a conflict resolution skill or technique (e.g., active listening, expressing emotions constructively, reframing).
- Instruct the groups to design a workshop segment that teaches and practices their assigned skill.
- Each group presents their workshop segment, providing participants with an opportunity to learn and apply different conflict resolution techniques.

SESSION FOUR: BUILDING COLLABORATION AND CONSENSUS

- Discuss the importance of collaboration and consensus-building in resolving conflicts.
- Introduce techniques such as interest-based bargaining, brainstorming, and joint problem-solving.
- Facilitate a group exercise where participants collaborate to find creative solutions to a conflict scenario, focusing on reaching consensus.

Note: Collaboration and consensus-building play a vital role in resolving conflicts effectively. Emphasize the importance of these approaches during the session, highlighting their benefits in fostering understanding, cooperation, and mutually acceptable solutions.

Introduce techniques such as interest-based bargaining, brainstorming, and joint problem-solving. Explain how these techniques promote open dialogue, encourage active participation, and allow for the exploration of multiple perspectives and potential solutions.

Facilitate a group exercise where participants collaborate to find creative solutions to a conflict scenario. Provide a safe space for participants to actively engage in the exercise, working together to reach consensus. Encourage them to consider each other's interests, listen actively, and explore alternative options. Facilitate a discussion after the exercise to reflect on the process and outcomes, emphasizing the value of collaboration and consensus-building in resolving conflicts.

By engaging in this exercise and understanding the importance of collaboration and consensus-building, participants will be better equipped to navigate conflicts in their personal and professional lives, fostering healthier relationships and achieving more sustainable solutions.

SESSION FIVE: CONFLICT PREVENTION AND EARLY INTERVENTION

- Highlight the significance of conflict prevention and early intervention in maintaining positive relationships and preventing conflicts from escalating.
- Discuss strategies for identifying early signs of conflicts and addressing them proactively.
- Provide practical tips for promoting open communication, fostering a supportive environment, and addressing issues before they escalate.

Note

Conflict prevention and early intervention are essential for maintaining positive relationships and preventing conflicts from escalating. Emphasize the significance of these practices during the session, as they can save time, energy, and potential damage to relationships.

Discuss strategies for identifying early signs of conflicts, such as increased tension, communication breakdowns, or the presence of unresolved issues. Explain the importance of actively monitoring these signs and addressing them proactively to prevent conflicts from escalating.

Provide practical tips for promoting open communication and fostering a supportive environment. Encourage participants to practice active listening, empathy, and constructive feedback to address concerns or disagreements promptly. Discuss the value of creating a safe space where individuals feel comfortable expressing their opinions and concerns.

Offer strategies for addressing issues before they escalate, such as negotiation sessions, organizing team-building activities, or providing training on conflict resolution skills. Share real-life examples and case studies to illustrate the effectiveness of these strategies.

By understanding the significance of conflict prevention and early intervention, and by acquiring practical tips and strategies, participants will be better prepared to address conflicts proactively, maintain positive relationships, and foster a healthy and productive work environment.

Strategies for identifying early signs of conflicts:

Conflict Strategies	Identification	Description
Active Listening		Paying close attention to verbal and non-verbal cues in conversations to detect signs of tension.
Regular Communication		Maintaining open lines of communication to be aware of emerging disagreements or attitude shifts.
Observing Interactions		Observing interactions for signs of strained relationships or increasing disagreements.
Feedback and Surveys		Conducting feedback sessions or surveys to gauge satisfaction and identify potential conflicts.
Conflict Mapping		Creating conflict maps to visualize potential conflicts, their causes, and stakeholders involved.
Team Observation	Dynamics	Observing group dynamics for signs of conflicts or changes in cohesion and cooperation.
Monitoring and Quality	Productivity	Tracking changes in productivity, work quality, and contributions that may signal conflicts.
Peer Observations		Encouraging reporting of observed tensions or conflicts among peers in a safe and confidential way.
Grievance Mechanisms		Implementing systems for expressing concerns early on to prevent conflicts from escalating.
Conflict Sensing Systems		Establishing data systems to detect and intervene in potential conflict triggers and trends.

External Insights	Mediators'	Seeking outside perspectives from mediators or counselors who interact with the community.
Changes in Behavior or Performance		Noticing significant changes in behavior or performance as indicators of underlying conflicts.
Conflict Risk Assessment		Conducting assessments to identify potential sources of conflict and vulnerabilities.
Trend Analysis		Analyzing past conflicts to predict and address similar issues before they escalate.
Early Warning Systems		Implementing systems to detect and respond to potential conflicts based on specific triggers.

Using these strategies, individuals, organizations, and communities can be proactive in identifying early signs of conflicts, allowing for timely and targeted intervention to prevent the escalation of disputes and foster constructive resolutions.

SESSION SIX: CONFLICT TRANSFORMATION AND SUSTAINABLE SOLUTIONS

- Explore the concept of conflict transformation, which aims to address the root causes of conflicts and achieve sustainable solutions.
- Discuss approaches such as restorative justice, peacebuilding, and reconciliation.
- Engage participant.
- Reflective discussion on the potential for transforming conflicts into opportunities for growth, learning, and positive change.

Note:

1. Define conflict transformation as a process that goes beyond resolving conflicts to address their underlying causes and create sustainable solutions.
2. Discuss different approaches to conflict transformation, such as restorative justice, which focuses on healing and repairing relationships, peacebuilding, which aims to build peaceful and inclusive societies, and reconciliation, which promotes understanding and forgiveness.
3. Facilitate a reflective discussion among participants on the potential for conflicts to be transformed into opportunities for growth, learning, and positive change. Encourage participants to share their perspectives on how conflicts can be transformed and the benefits it can bring.
4. Explore examples and case studies that demonstrate successful conflict transformation efforts and their impact on individuals, communities, and organizations.
5. Emphasize the importance of adopting a proactive and transformative mindset when dealing with conflicts and encourage participants to apply the

principles and techniques of conflict transformation in their own lives and work contexts.

Reflection and Action Planning

- Guide participants in reflecting on their learning experiences throughout the session.
- Facilitate a group discussion on the key insights, challenges, and personal growth related to understanding and managing conflicts.
- Ask participants to develop individual action plans, identifying specific steps they will take to apply conflict resolution strategies and techniques in their personal and professional lives.
- Encourage participants to share their action plans and commit to supporting each other in their conflict resolution journey.

This session on understanding conflict and conflict resolution strategies combines interactive activities, case studies, role-plays, and group discussions to enhance participants' knowledge and skills in managing conflicts effectively. It promotes a collaborative and constructive approach to conflict resolution, focusing on building understanding, empathy, and sustainable solutions.

Debrief

1. How did you understand the conflict and what are its various forms and manifestations?
2. How does unresolved conflict impact individuals, teams, and organizations?
3. Why is it important to address conflicts constructively and proactively?
4. Reflect on the conflict case studies provided. What were the underlying causes and dynamics of the conflicts? What potential resolution strategies were discussed?
5. In the negotiation simulation activity, how did participants apply negotiation techniques to reach a mutually beneficial resolution? What communication skills and problem-solving approaches were effective during the role-plays?

Module Eleven: Coaching Principles and Process	
Time Allocated	480 Minutes
Learning objective	Participants will gain a thorough understanding of coaching principles and processes to enhance their coaching effectiveness.
Learning Outcomes	Participants will apply coaching principles to support personal and professional growth, utilizing core elements such as active listening, powerful questioning, feedback, and building a supportive coaching relationship. They will learn and apply coaching models and techniques to guide individuals through self-discovery and achieve their goals.
Methodology	Brainstorming, Individual Activities, Group Activities
Materials	Flipchart, Marker
Session	Session One: Understanding the Coaching Concept
	Session Two: Coaching Distinctions from Other Approaches
	Session Three: Coaching Principles
	Session Four: Coaching GROW Model
	Session Five: Coaching Skills and Boundaries
	Session Six: Effective Coaching Techniques
Facilitator notes:	
<p>During this session on coaching principles and the coaching process, create a supportive and interactive learning environment. Emphasize building trust and rapport with clients and teach key coaching skills and techniques. Use real-life examples and case studies to illustrate coaching principles. Facilitate group discussions and activities for skill practice and refinement. Provide guidance and feedback as participants apply coaching models and techniques. Encourage reflection on personal coaching experiences and growth areas. Conclude by summarizing key takeaways and emphasizing the importance of ongoing practice and development in coaching.</p>	

WIFY(What In It For You)

Coaching principles and process is that it provides individuals with valuable tools and techniques to enhance their personal and professional growth. By understanding and applying coaching principles, individuals can develop greater self-awareness, clarify their goals and values, overcome challenges, and maximize their potential. The coaching process offers a structured framework for self-reflection, goal setting, action planning, and accountability, empowering individuals to make positive changes and achieve desired outcomes. Through coaching, individuals can gain valuable insights, unlock their strengths, and develop the skills and strategies necessary for personal and professional success.

SESSION ONE: UNDERSTANDING THE COACHING CONCEPT

- Introduce the concept of coaching and its purpose in professional development.
- Discuss the key elements of coaching, including the role of the coach, the coachee, and the coaching relationship.
- Explore the benefits and potential outcomes of coaching for individuals and organizations.
- Engage participants in a reflective discussion on their understanding and expectations of coaching.

Activity: Coaching Reflection

- Ask participants to individually reflect on a time when they received coaching or acted as a coach.
- In small groups, invite participants to share their experiences, insights, and lessons learned from these coaching experiences.
- Facilitate a group discussion to extract common themes and generate key takeaways about effective coaching.

Facilitator Note: Begin the session by sharing a personal story or example that demonstrates the transformative power of coaching. Describe how coaching helped an individual overcome challenges, achieve goals, or gain new perspectives. This will help participants grasp the essence and potential impact of coaching.

SESSION TWO: COACHING DISTINCTIONS FROM OTHER APPROACHES

- Compare coaching with other related disciplines, such as mentoring, counselling, and training.

- Discuss the unique characteristics and boundaries of coaching, emphasizing its focus on empowering individuals to find their own solutions.
- Explore the differences in roles, responsibilities, and techniques between coaching and other professional relationships.

Activity: Differentiating Coaching

- Divide participants into small groups.
- Provide each group with scenarios representing different professional interactions (e.g., coaching, mentoring, counselling).
- Instruct the groups to analyze the scenarios and identify the distinctive features that make each interaction a coaching relationship.
- Have each group present their findings and engage in a group discussion to clarify the nuances of coaching.

Facilitator Note: Present a brief overview of different scholars or experts in coaching and their unique perspectives. Highlight key distinctions between coaching and related disciplines such as mentoring, counselling, or consulting. Use visual aids or case studies to illustrate these differences, emphasizing how coaching focuses on empowering individuals to find their own solutions and reach their full potential.

SESSION THREE: COACHING PRINCIPLES

- Introduce fundamental coaching principles that guide the coaching process, such as confidentiality, non-judgment, and client-centeredness.
- Discuss the importance of establishing trust, rapport, and a safe space for open communication.
- Emphasize the ethical considerations and professional boundaries in coaching relationships.

Activity: Ethical Dilemma Analysis

- Present participants with ethical dilemmas commonly encountered in coaching scenarios.
- In small groups, have participants discuss and analyze the dilemmas, considering the principles and boundaries of coaching.
- Facilitate a group discussion to explore various perspectives and ethical decision-making in coaching.

Facilitator Note: Share a set of coaching principles and values that form the foundation of ethical and effective coaching. Explain each principle in detail and

provide real-life examples to illustrate how they guide the coaching process. Encourage participants to reflect on their own values and how they align with the coaching principles.

SESSION FOUR: COACHING GROW MODEL

- Introduce the GROW model, a widely used coaching framework.
- Explain each step of the GROW model: Goal, Reality, Options, and Way forward.
- Provide examples and case studies to illustrate the application of the GROW model in coaching conversations.
- Discuss the benefits and limitations of the GROW model.

Activity: GROW Model Practice

- Divide participants into pairs, with one person acting as the coach and the other as the coachee.
- Instruct participants to practice a coaching conversation using the GROW model.
- After each coaching session, encourage participants to provide feedback and reflect on their experience as both the coach and coachee.

Facilitator Note: Walk participants through each step of the GROW model (Goal, Reality, Options, Will) using a relevant case study or scenario. Illustrate how each stage contributes to the client's progress and development. Use open-ended questions to engage participants in Analyzing the case study and applying the GROW model to generate insights and action plans.

SESSION FIVE: COACHING SKILLS AND BOUNDARIES

- Explore essential coaching skills, such as active listening, powerful questioning, and providing constructive feedback.
- Discuss the role of empathy, intuition, and presence in effective coaching.
- Address potential challenges and boundaries in coaching relationships, including maintaining objectivity and avoiding personal biases.

Activity: Listening and Questioning Exercises

- Engage participants in listening exercises to develop their active listening skills.
- Provide question prompts and encourage participants to practice different types of questions (open-ended, probing, clarifying) to enhance their questioning skills.

- Facilitate a group discussion to share experiences and insights on the impact of effective listening and questioning in coaching.

Facilitator Note: Conduct a role-play activity where the facilitator portrays a coach and a participant volunteer to be the client. Model effective coaching skills such as active listening, powerful questioning, and creating a safe and non-judgmental space. Demonstrate the importance of setting boundaries and maintaining confidentiality. Provide verbal and non-verbal cues to showcase the facilitator's coaching expertise.

SESSION SIX: EFFECTIVE COACHING TECHNIQUES

- Introduce additional coaching techniques and tools, such as visualization, goal setting, and action planning.
- Discuss the application of positive psychology principles and strengths-based approaches in coaching.
- Highlight the importance of accountability and ongoing support in coaching relationships.

Activity: Visualization and Action Planning

- Guide participants through a visualization exercise that helps them envision their desired future and identify actionable steps towards their goals.
- Instruct participants to create an action plan based on their visualization, outlining specific tasks and timelines.
- Provide opportunities for participants to share their action plans, receive feedback, and gain inspiration from others.

Facilitator Note: Introduce various coaching techniques, such as reframing, visualization, or goal setting. Share personal anecdotes or case studies to exemplify how these techniques have been successfully applied in coaching situations. Engage participants in a group discussion or small-group activities to brainstorm creative ways to use these techniques in their own coaching practices.

Activity: Coaching Application Reflection

- Ask participants to individually reflect on how they plan to apply coaching principles and skills in their professional roles.
- In small groups, encourage participants to share their reflections, exchange ideas, and provide support and feedback to one another.

- Conclude the session with a collective reflection on the value and potential impact of coaching in participants' work contexts.

This comprehensive session on coaching principles and processes combines informative presentations, interactive activities, case studies, and reflective discussions to enhance participants' understanding of coaching and equip them with practical skills and techniques. The session emphasizes experiential learning and encourages participants to actively apply coaching principles in their professional settings for continuous growth and development.

Debrief Questions:

1. Discuss the significance of coaching in professional development and its purpose in supporting individuals' growth and success. How does coaching contribute to personal and organizational growth?
2. Reflect on a time when you received coaching or acted as a coach. What were the key insights and lessons learned from these coaching experiences? How did coaching positively impact your development or the development of others?
3. Differentiate coaching from other related disciplines, such as mentoring, counselling, or training. What are the unique characteristics and boundaries of coaching? How does coaching empower individuals to find their own solutions?
4. Reflect on the fundamental coaching principles discussed in the session, such as confidentiality, non-judgment, and client-centeredness. How do these principles contribute to creating a safe and supportive coaching environment? What ethical considerations and boundaries should be maintained in coaching relationships?
5. Explore the GROW model and its application in coaching conversations. How does each step of the GROW model (Goal, Reality, Options, Way forward) contribute to the coaching process? Reflect on your experience practicing the GROW model. What were the benefits and challenges encountered?