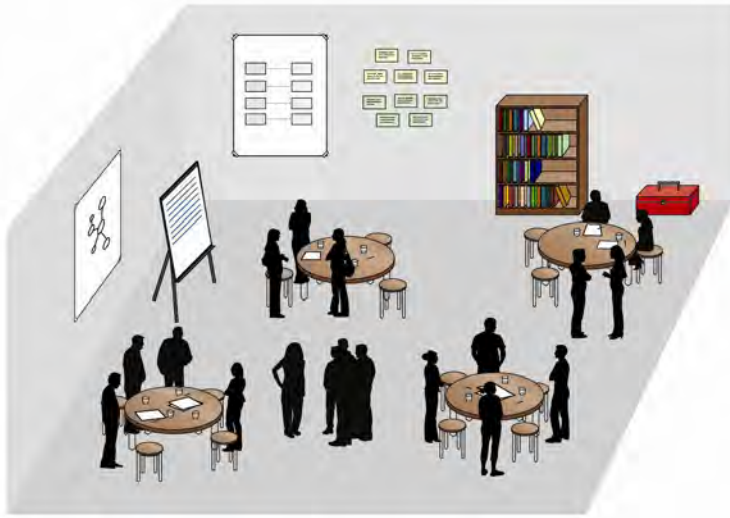


PSNP/HABP



Facilitation Training and Capacity Building Course

Learning Design
Model Workbook

Ethiopia 2012

Acknowledgements

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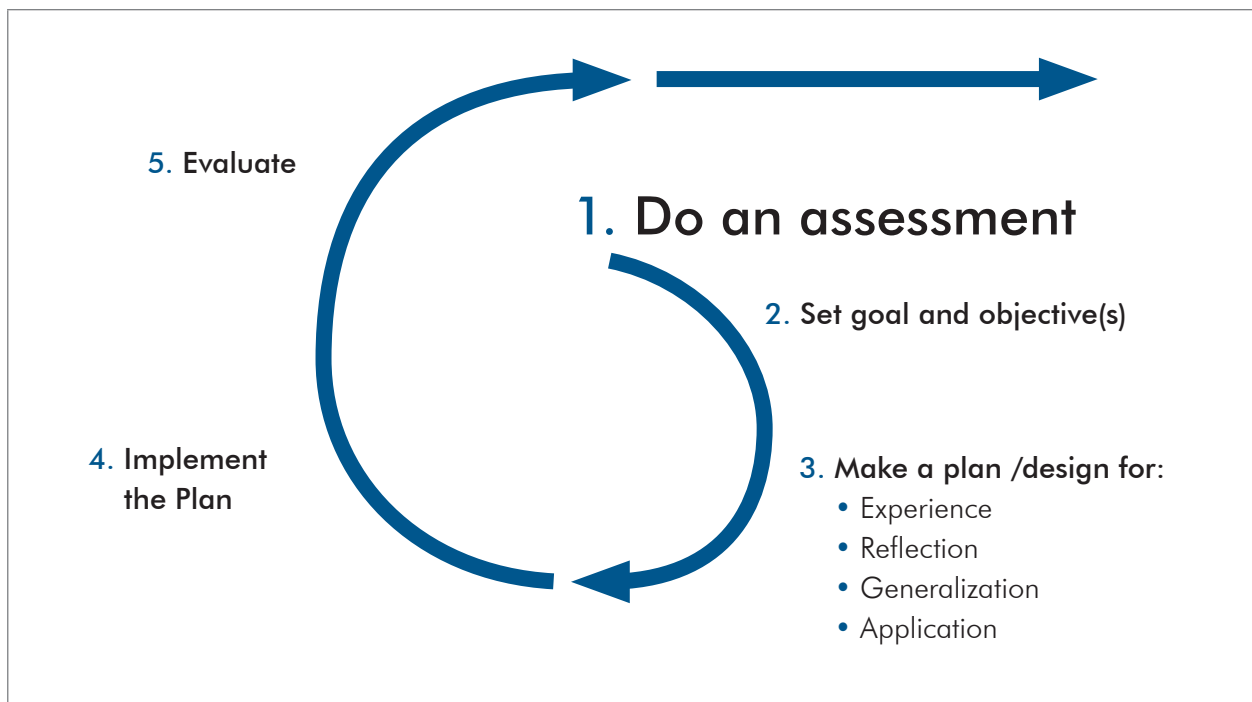
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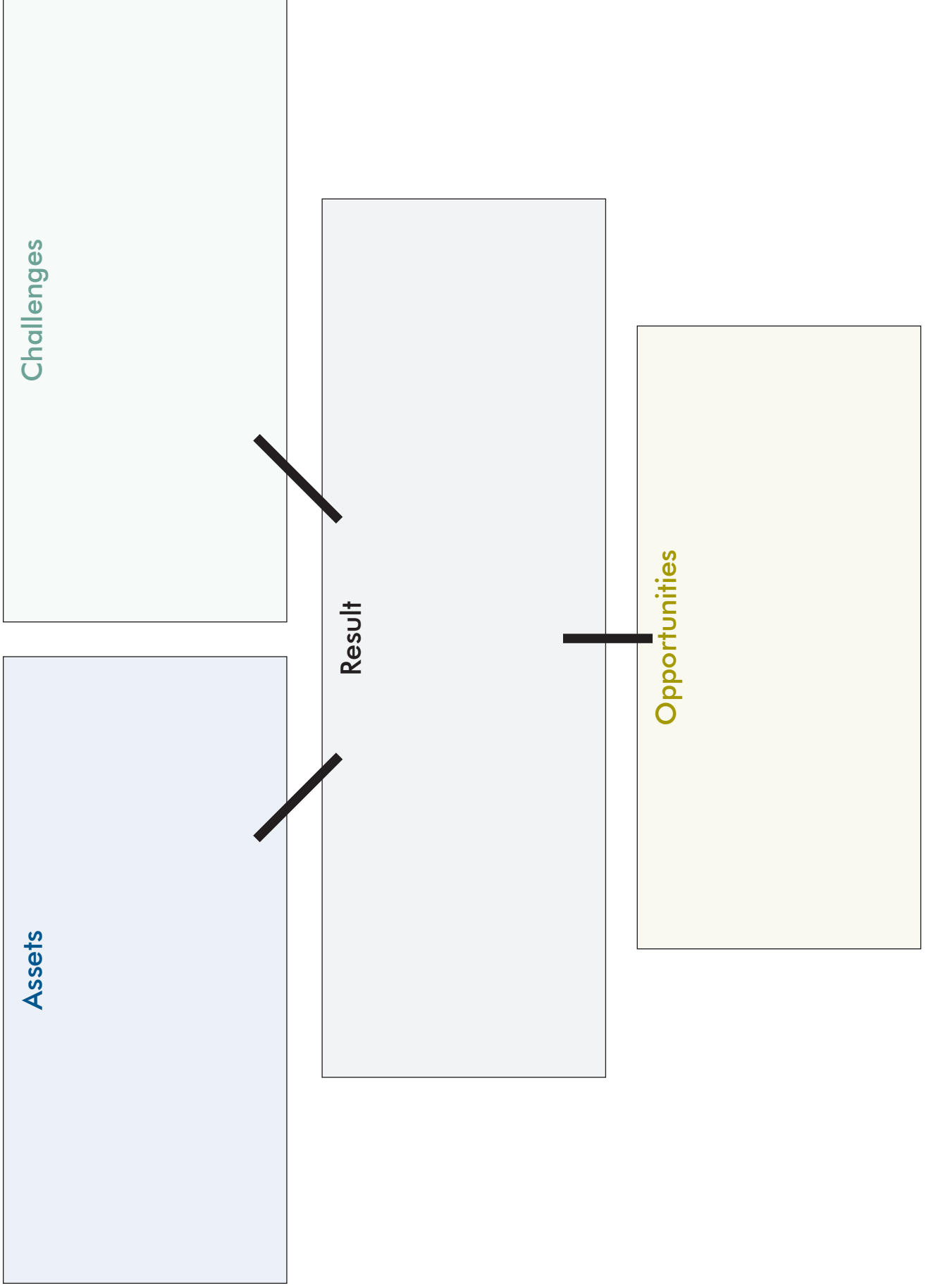
Section 1

Do an assessment



Practice Cycle 2: Conduct an Assessment

Worksheet



Self-Assessment Facilitator Competencies

1. Build a collaborative environment

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

2. Assess capacity and the needed change

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

3. Build shared understanding and commitment

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

4. Facilitate learning

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

5. Strengthen development programs and projects

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

6. Link facilitation to achieving results

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

7. Monitor progress, learn and make adjustments

I rate my current level of knowledge in relation to this competency as :

Low					High
1	2	3	4	5	

Self-Assessment

Worksheet



Results-Based Management (RBM) for the Intercultural and Multi-Stakeholder Context

Participant Capacity Assessment Questionnaire

Learning is enhanced when participants and facilitators work collaboratively to plan sessions relevant to specific demands. These questions invite you to think about the results you expect from this course. Your answers will focus the aim of your learning experience and assist the facilitation team fine-tuning the course delivery.

1. The 13 course objectives are listed below. Please rate the objectives according to your personal learning priorities (“H” being a “high learning priority”, “L” a “low learning priority”).

Objectives	Priority rate (H/L)
1. To assess development issues and desired change	
2. To assess reach (scope of participation)	
3. To write sound results	
4. To create a results chain to achieve the desired change	
5. To develop performance indicators	
6. To establish a performance measurement framework (PMF)	
7. To identify and respond to risks	
8. To design a results-based development project or program for the intercultural and multi-stakeholder context	
9. To monitor, measure and strengthen project performance	
10. To report on progress, adjustments and achievements	
11. To build collaboration for implementation and sustainable results	
12. To build participation, commitment and ownership in the development process	
13. To provide effective learning support for capacity building in performance management and RBM	

2. As a result of this course, what would you hope to understand or be able to do better,?

3. Briefly mention one or two themes, challenges or questions that you would like addressed during the course.

4. At the end of the course, what evidence would demonstrate to you that this course was a success?

5. Briefly, where and how do you foresee applying the outcomes of your participation in this course?

6. Please add an (X) next to the statement that best describes your experience with or ability to use RBM:

- I am new to RBM
- I have used RBM to some extent
- I can support others in using RBM

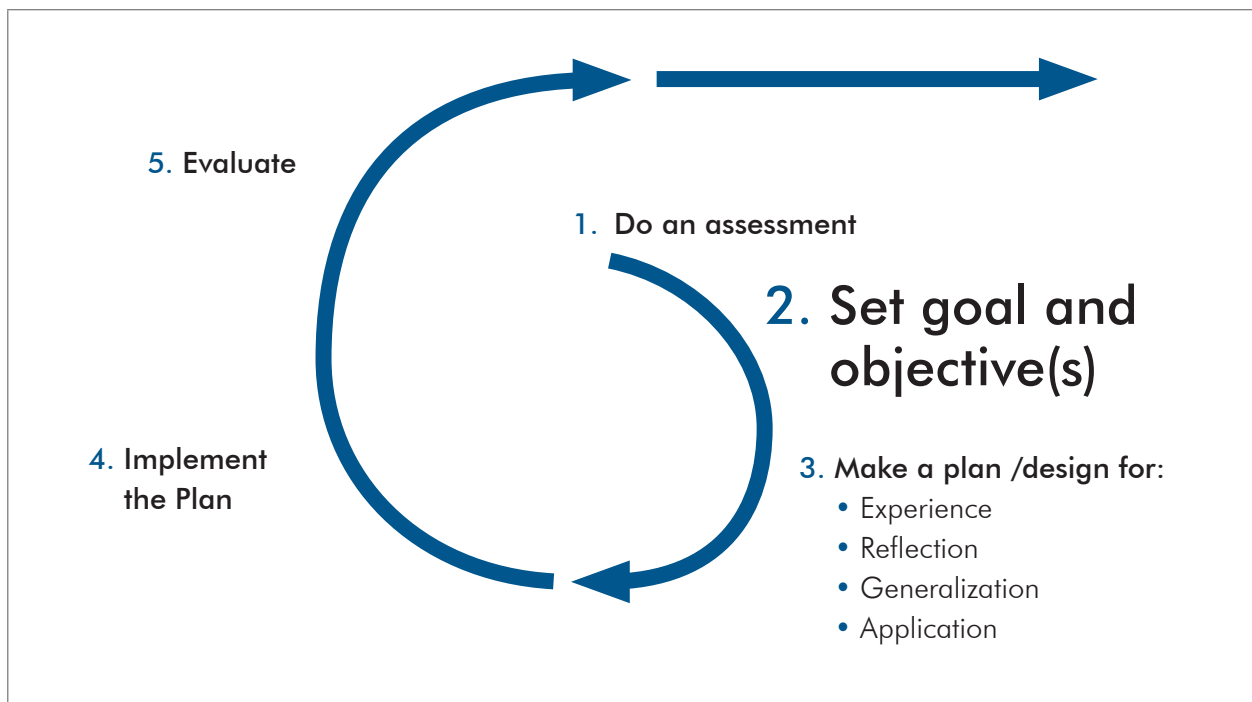
7. Please identify which course you will be participating in:

- Zimbabwe
- Uganda-ASARECA
- Uganda-PABRA

Many thanks!

Section 2

Set goal and objective(s)



Bloom's Taxonomy

Worksheet

What is your learning focus?

Learning Focus	Associated Action Verbs			
Knowledge	Define State Reproduce Name	Write Recall Recognize Label	Underline Select Reproduce Measure	Relate Repeat Describe Memorize
Comprehension	Identify Justify Select Indicate	Illustrate Represent Name Formulate	Explain Judge Contrast Translate	Classify Discuss Compare Express
Application	Predict Select Explain Find	Choose Assess Show Perform	Construct Find Use Practice	Apply Operate Demonstrate Illustrate
Analysis	Analyze Identify Conclude Criticize	Select Separate Compare Examine	Justify Resolve Contrast Distinguish	Appraise Question Break down Differentiate
Synthesis	Combine Argue Select Compare	Restate Discuss Relate Manage	Summarize Organize Generalize Plan	Outline Derive Conclude Design
Evaluation	Judge Support Identify Attach	Evaluate Define Avoid Rate	Determine Attack Select Assess	Recognize Criticize Choose Value
Skills	Grasp Operate Bend Act	Handle Reach Turn Shorten	Move Relax Rotate Stretch	Position Tighten Start Perform
Attitudes	Accept Challenge Judge Praise	Value Select Question Attempt	Listen Favor Dispute Volunteer	Like Receive Reject Decide

Setting Individual Learning Objectives

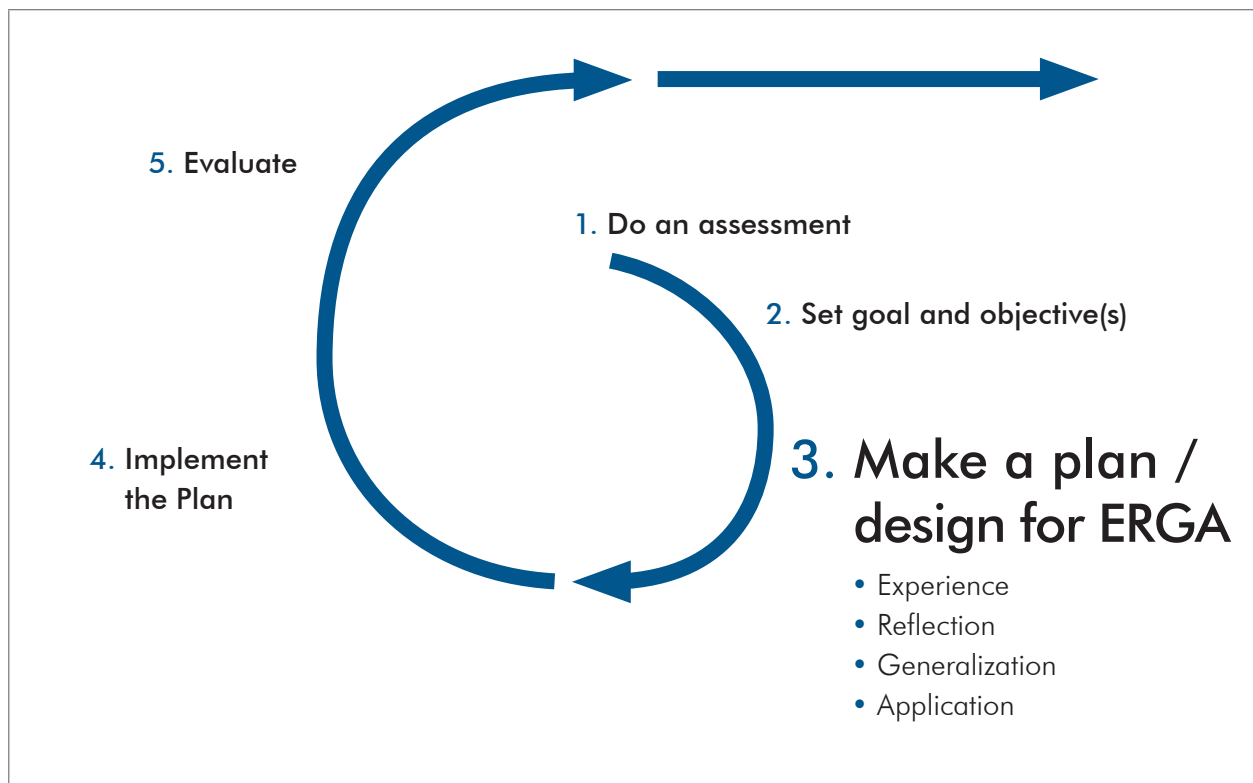
Worksheet

My objectives:

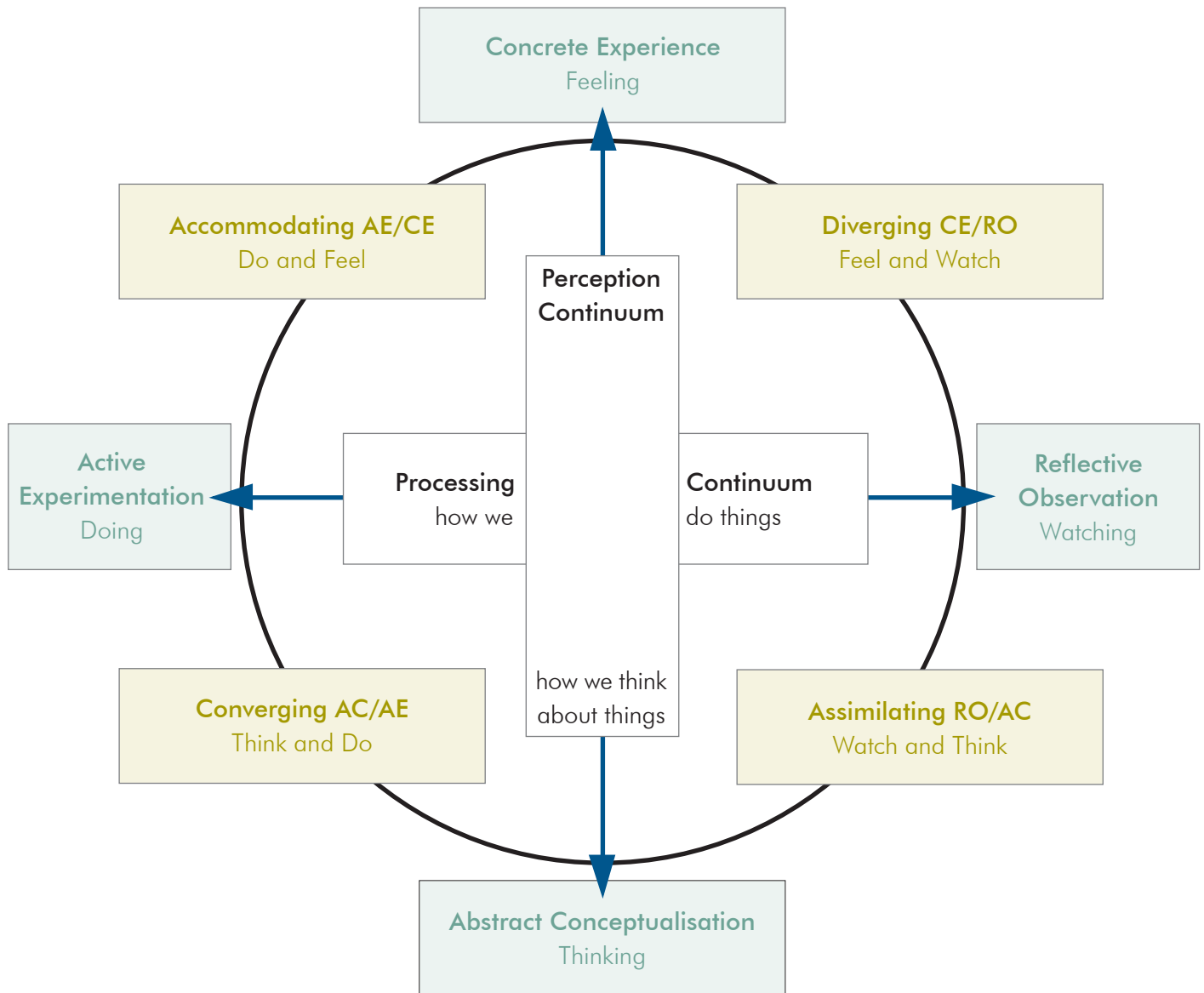
How will I evaluate my objectives?

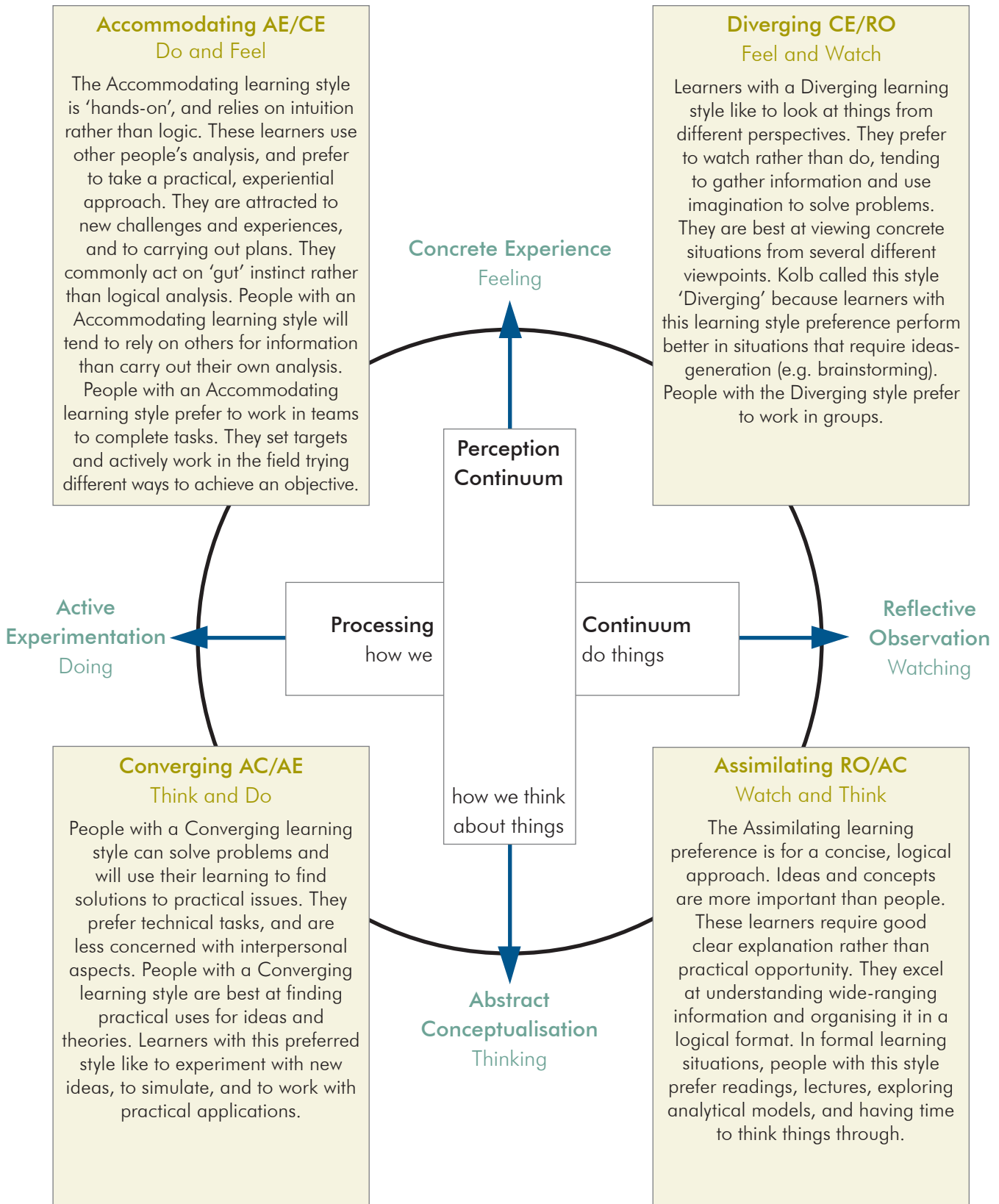
Section 3

Make a plan /design for ERGA



Kolb's Learning Cycle and Learning Styles





Road Map Template

Orientation/Clarification:

EXPERIENCE

APPLICATION

LEARNING POINT(S)

REFLECTION

GENERALIZATION

Road Map Template

Orientation/Clarification:

	EXPERIENCE	
APPLICATION	LEARNING POINT(S)	REFLECTION
	GENERALIZATION	

Road Map Template

Orientation/Clarification:

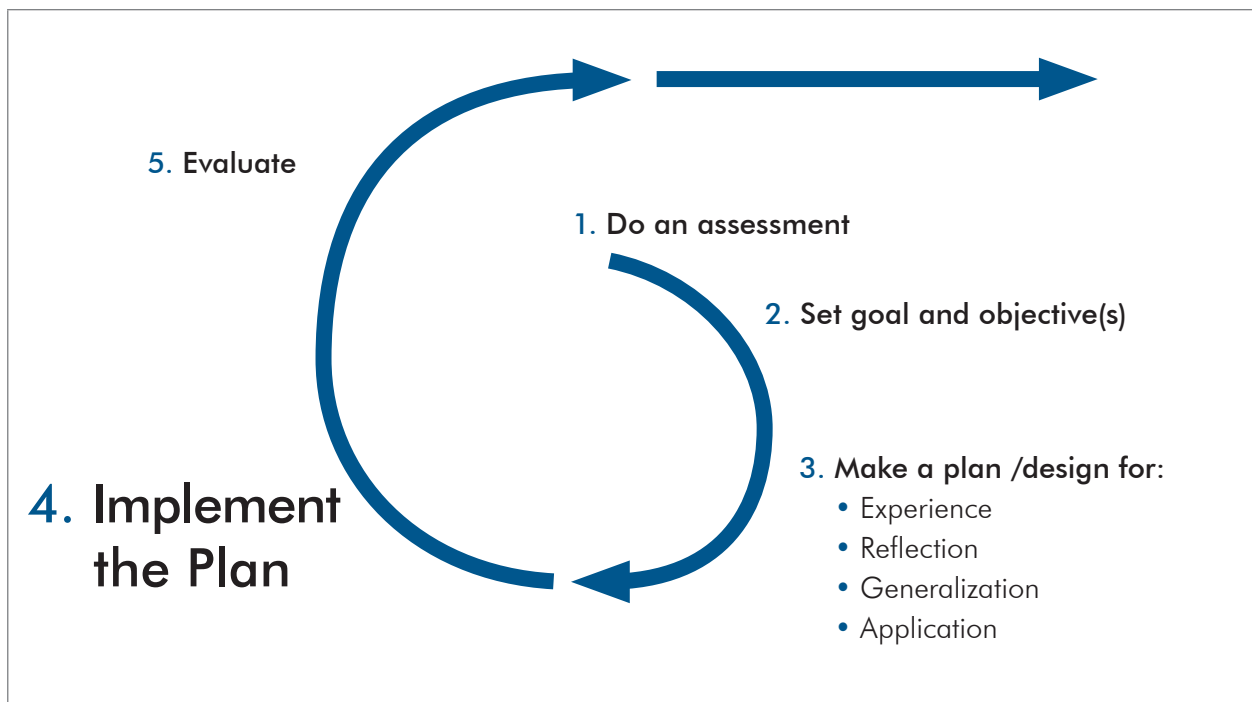
	EXPERIENCE	
APPLICATION	LEARNING POINT(S)	REFLECTION
	GENERALIZATION	

Lesson Plan Template

INSERT COURSE TITLE - LENGTH OF PROGRAM/MODULE				
TIME	PROCESS	CONTENT	ANTICIPATED RESPONSE	PREPARATION/MATERIAL
Learning Objective:				
CYCLE ___ OF ___				
Orientation / Clarification:				
	E			
	R			
	G			
	A			

Section 4

Implement the Plan



Facilitation Skills

Worksheet

What effective presentation skills have I observed?

PowerPoint Presentation Tips

Worksheet

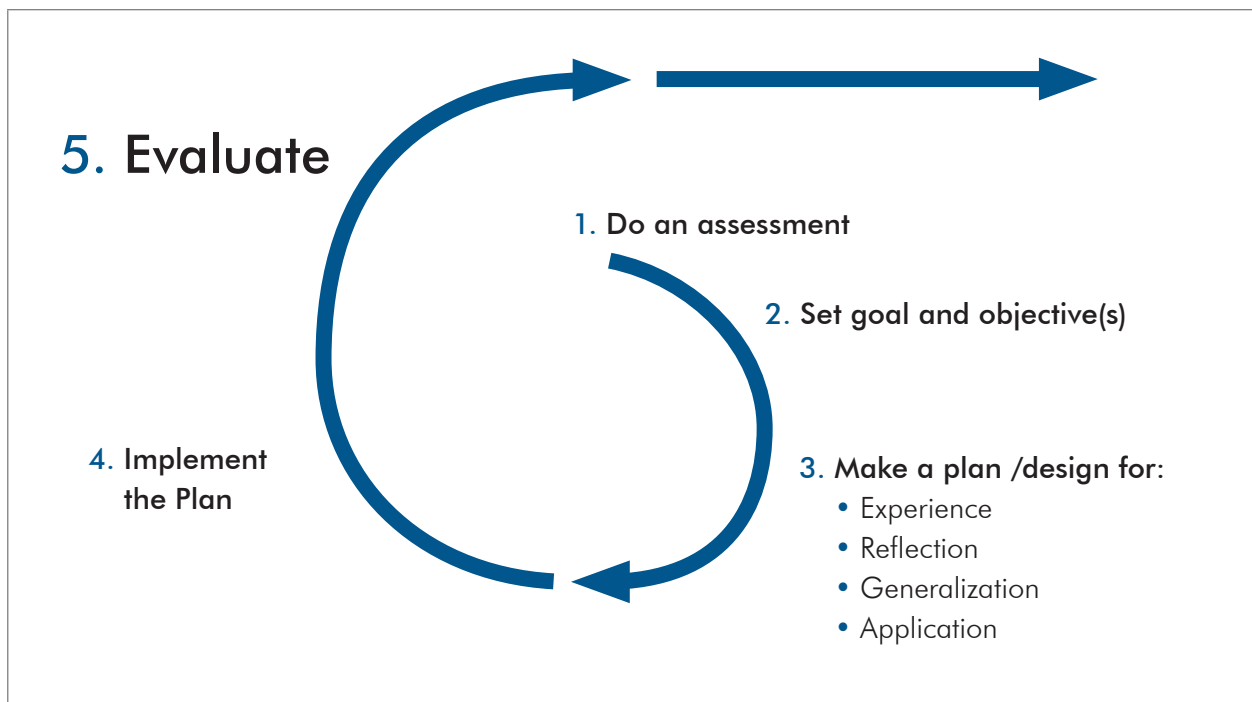
What effective use of PowerPoint presentations have I observed?

Lessons Learned on Practice Cycle 4

Worksheet

Section 5

Evaluate



What progress have I made toward my objectives?

Worksheet

A Framework for Evaluating Training

KirkPatrick's Model of Evaluation	Level	Appropriate (Suitable)	Adequate (Sufficient)	Efficient (Economical)	Effective (Result)
	Reaction <i>(Did they like it?)</i>	Agenda, equipment, facilitator skills, logistics	Time allotted, feedback, course material	Cost of the program to learners and/or the organization	Degree of overall satisfaction with the experience
	Learning <i>(Did they learn?)</i>	Content, activities, facilitation methods	Quality and quantity of the learning achieved in-session	Time required to achieve learning objective's, the resources required	Degree to which learning objectives were accomplished
	Transfer <i>(Did the learners use the learning in their work?)</i>	Fit between the learning and the workplace	Quality and quantity of competence in the workplace	Cost of attendance vs the degree of new competence	Degree to which behaviour in the workplace changed
	Impact <i>(Did it make a difference?)</i>	Alignment with the organization's goals	Extent to which the organization received the desired impact	Cost of training vs. other solutions vs. benefits to the organization	Degree to which organization's goals were met

Adapted from the Office of the Auditor General (Canada)

Pre-test

Advancing Equality between Women and Men: Strengthening Project/Program Design and Operational Capacity for Canadian NGO's

1. I am able to assess how my NGO's policies are linked with CIDA's gender policies. (check one)

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2. I have the ability to integrate cultural considerations into development projects. (check one)

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3. I have the ability to respond to challenges addressing equality between women and men. (check one)

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. I am confident to use CIDA's Framework for assessing Gender equality Results (FAGER). (check one)

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. A human rights-based approach to development implies the participation of those who impede people from realizing their rights.

- T 1 2 3
- F

6. The implementation of gender results is consistent with the universal definition of gender.

- T 1 2 3
- F

7. It is often much easier for us to 'see' gender inequalities outside of our own context.

- T 1 2 3
- F

8. Gender Analysis is participatory by definition.

- T 1 2 3
- F

9. In situations where women have not been the direct beneficiaries, it is unnecessary to disaggregate information by gender.

- T 1 2 3
- F

10. The CIDA-CPB frameworks for integrating gender equality suggest how to divide roles between Canadian and field partners.

- T 1 2 3
- F

Feedback



» Something you liked about the workshop



» Something which you feel neutral about



» Something you did not like

» What are the three most significant things you have learned:

» Something we accomplished is:

» Some follow-up you would like to see is:

Daily Feedback



» What I liked about today!



» I am not sure of or still have questions about...



» Something I did not like about today!

SAMPLE



For me, we are doing too much of / hearing too much about...



It's okay, but...



It's fine, especially...

SAMPLE

Learning Journal

Learning Journal

Learning Journal

Learning Journal

Learning Journal

Learning Journal

Learning Journal

Notes
