

Teaching vs. facilitation

Teaching	Facilitation
Teaching starts from teacher's own knowledge	Facilitator starts by assessing the knowledge of the group
Teaching follows a pre-set curriculum	Facilitators addresses issues identified by the group or their community and adopt new ideas to the needs and culture of the group
Teachers delivers lectures to a group of students - usually from the front of the room.	Facilitators uses practical, participatory methods, e.g. group discussions and activities in which all members of the group participate
Information flows in just one direction, from teacher to student	Information flows in many different directions between the facilitator and individual group members
Teachers are concerned with students understanding the right answer	Facilitators encourage and value different views
Teachers have a formal relationship with students, based on the status of a teacher	Facilitators are considered as an equal, and develop relationships based on trust, respect and a desire to serve

Session # 4: Effective facilitation

Effective facilitation is ..

Instructions

Think of any workshop you have attended in the past and been particularly struck by the quality of the facilitator. Keeping in mind this person, and this workshop, answer the questions below:

1. What are the main roles of a participant?

2. What are the main characteristics of a facilitator?

3. What does a good facilitator do?

4. 1.What are the key rules for a facilitator?

Introduction to facilitation

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. The role is to work with a group of farmers who are in much the same situation, to draw-out knowledge and ideas from different members of a group, and to help them learn from each other and to think and act together. Facilitation is about empowering others. The role of a skilled facilitator is to create conditions in which a group can work together effectively.

The main tasks for a facilitator are:

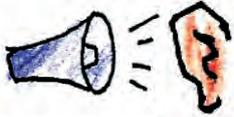
- explain the learning objectives
- help the group set ground rules and keep them
- encourage and guide participants to think critically
- listen to participants' comments, questions and feedback
- keep focus and keep things moving
- help with observations and analysis
- help participants arrive at appropriate conclusions
- encourage participants to contribute to the discussion
- help participants to reach an appropriate consensus
- build trust
- help identify opportunities and potentials
- summarize the discussion or ask others to do so

- _____
- _____
- _____
- _____
- _____
- _____

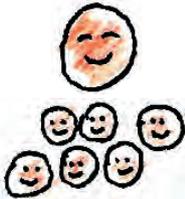
Facilitation skills and training techniques

1	Be ready	Develop and practice your session plan in advance
2	Be clear	State and identify clearly your session's objectives and deliver it
3	Show respect	Through your effective communication skills (verbal and non-verbal)
4	Be friendly	In responding to questions
5	Be honest	Through confident professional manner
6	Encourage participation	Encourage quieter participants to share ideas and questions and allow participants to talk more - use open ended questions frequently
7	Communicate effectively	Use simple appropriate words and tones-maintain eye contact-active listening
8	Pay attention	Address the needs and feeling of the group
9	Be time sensitive	Make sure your session plan fits with the time available
10	Use multiple channels	Use different relevant training materials and tools to assist you in conveying your messages
11	Give take-Away messages	Wrap up and summarize the main points in your session

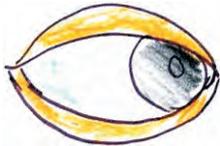
Tips for effective presentations



Capture the audience's attention: You may use any of the following methods: ask questions; state an impression or fact; narrate a story; cite a quotation; make a forceful statement.



Put the audience & yourself at ease: Give the right signals, both verbal and non-verbal, to the audience. In verbal signals, your voice should not be shaky. A calm but varying tone with proper mix of enthusiasm is expected to create the right impression on audience. Similarly in non-verbal signals, your posture, movement, gesture and facial expression should compliment your verbal signals and not contradict them.



Preview the topic: Always preview or tell the audience beforehand about what you're going to cover in that presentation. This helps audience understand what is going to be conveyed to them today or during that particular session. It also helps the audience prioritize their interest areas.



State the significance of the topic: Stating the significance of the topics helps the audience realize that the presenter values their time and will be able to offer that which improve their existing knowledge of that topic, and thereby performance.



Don't be negative: Being negative in presentation can ruin your chances of being taken seriously or being able to convey your message effectively. Besides, being negative can never help you get your ideas across. Rather what you might get is rejection and non-acceptance from the audience.



Be concise: Concise means anything "said in a few words". If you can, as a presenter, communicate your idea/message across in a few words then there is nothing like it. It helps you do less on retaining audiences' attention because you take less time and words to get your message across. It also helps you cut down on boredom on the audiences part.



Be enthusiastic & dynamic: Being enthusiastic and dynamic helps you achieve the following:

- (a) Hold and maintain audience attention
- (b) Prevent the audience from falling asleep
- (c) Get your idea across more effectively

Facilitator's evaluation form

Name of evaluator: _____ Session #: _____ Date: _____

Content & process monitoring: How would you rate the trainer in terms of

Sr.	Name of trainer	Preparation & use of overheads	Introduction techniques	Verbal communication	Nonverbal communication	Questioning, listening & group control	Attitude & team spirit	Command over content
1								
2								
3								
4								
5								
6								

Overall session	Logical & coordinated	Followed instructions in manual	Interesting & lively	Overall impression
Comments on the session:				

For each session, rate the performance of the trainers per given criteria, and add qualitative comments to help explain your ratings.

Rating scale: 4 = Excellent; 3 = Good; 2 = Average; 1 = Below Average

Session # 6: Roll-out of FBS meetings

FBS meetings

The FBS Farmer's Training Program is comprised of meetings structured around the crop or livestock cycle along with optional meetings that can be held by the FBS as and when required. The meeting/sessions are the heart of the FBS and the "learning by doing" approach. The classroom is in the field, this allows surrounding farms and markets to be the learning material, the participant to be able to learn from real live examples and it puts the extension workers in the participant's domain. Training is related to the seasonal cycle of the crop or livestock enterprise or enterprises selected. The topics of each meeting are related to the stage of the enterprise at a particular time throughout a seasonal cycle. The school builds on sharing of experiences among participants and a minimum of lecturing.

The training materials are designed around the concept of the farm business cycle. This is described using the following diagram.



The FBS training programme covers all four of these aspects of farm business management. The programme is divided into three parts: 1) Diagnosing and planning, 2) Implementing; and 3) Evaluating and re-planning.

Part 1 – Diagnosis and planning (conducted prior to the beginning of the production season): In this part of the programme, participants set up the FBS and how to run it. Farmers agree on what parts of the programme to cover and when they will hold meetings. They also set goals for their farms and then develop business plans to achieve those goals. Then they work through a series of exercises to learn how to examine their farms and to plan for the coming season. They will develop an initial farm business plan which will be implemented in the next season.

Part 2 – Implementing (conducted during the production season): In this part of the programme, the participants implement their farm business plans. They will choose from a menu of modules that cover various aspects of managing a farm business. The choice of modules is left to the participants to decide. They are designed to be used whenever is the right time in the season.

Part 3 – Evaluating and re-planning (conducted after the production season): When the season is over, the participants start the third and last part of the programme. The participants will review their Farm Business Plans. They evaluate how well the plans worked. What worked? What did not work so well? They re-assess their farm businesses and make a new Farm Business Plan for the next season.

Overview of the FBS programme

Part 1: Diagnosis and Planning

Module 1: Starting the Farm Business School (FBS)

Meeting 1: Rationale for a Farm Business School

Meeting 2: Developing group ownership and scheduling meetings

Module 2: Understanding basic business concepts

Meeting 3: Farming as a business

Meeting 4: The farmer as an entrepreneur

Meeting 5: Farm business profitability

Module 3: Where are we now

Meeting 6: Assessing current farm situation

Meeting 7: Translating analysis into action

Meeting 8: Understanding enterprise profitability

Meeting 9: Understanding marketing and markets

Meeting 10: Preparing for a market survey

Meeting 11: Presenting the market survey report

Module 4: Knowing where we want to go

Meeting 12: Developing a vision and goal for the Farm business

Module 5: Developing a farm business plan

Meeting 13: Choosing an enterprise

Meeting 14: Components of a farm business plan

Meeting 15: Preparing a farm business plan

Meeting 16: Preparing an action plan

Module 6: Keeping records

Meeting 17: Overview of record keeping

Meeting 18: Practice of keeping farm business records-I

Meeting 19: Practice of keeping farm business records-II

Part 2: Implementing**Module 7: FBS meetings during production season**

Meeting 20: Agreeing on sessions and schedule

Meeting 21: Mobilizing finance

Meeting 22: Group marketing

Meeting 23: Marketing our produce

Optional 3-Hour meetings to be selected on the basis of group needs

Meeting 24: Group buying and saving

Meeting 25: Understanding contract farming

Meeting 26: Contract appraisal

Meeting 27: Assessing and managing business risks

Meeting 28: Benchmarking

Meeting 29: Characteristics of an effective entrepreneur

Meeting 30: Value addition

Part 3: Evaluating and re-planning**Module 8: Reviewing past business and planning for the next season**

Meeting 31: Assessing the benefits of the Farm Business School

Meeting 32: Assessing the performance of the farm business plan

Meeting 33: Choosing farm enterprises for the next season

Meeting 34: Preparing a farm business plan

Meeting 35: Developing an action plan

Linking the FBS programme to the crop season (An example of wheat crop)

Stage	Weeks	August	September	October	November	December	January	February	March	April	May	June
Pre-season: Diagnosis and planning	10											
During Season: Implementing	24											
Post-season: Evaluation and re-planning	2											

¹ Assuming crop cycle starts from August and end in June

Basket of Sessions

Group **A**

- **Meeting 6:** Assessing Current farm situation
- **Meeting 8:** Understanding enterprise profitability
- **Meeting 12:** Developing a vision and goal for the farm business
- **Meeting 14:** Components of a farm business plan
- **Meeting 16:** Preparing an action plan
- **Meeting 21:** Mobilizing Finance

Group **B**

- **Meeting 9:** Understanding marketing and markets
- **Meeting 13:** Choosing an enterprise
- **Meeting 23:** Marketing our produce
- **Meeting 26:** Improving contract
- **Meeting 28:** Benchmarking
- **Meeting 30:** Value addition

Group **C**

- **Meeting 7:** Translating analysis into action
- **Meeting 17:** Overview of record keeping
- **Meeting 24:** Group buying and saving
- **Meeting 27:** Assessing and managing business risks
- **Meeting 29:** Characteristics of an Effective Entrepreneur
- **Meeting 32:** Assessing the Performance of the Business Plan

Group **D**

- **Meeting 15:** Preparing a Farm Business Plan
- **Meeting 22:** Group Marketing
- **Meeting 25:** Understanding contract farming
- **Meeting 31:** Assessing the Benefits of the Farm Business school
- **Meeting 33:** Choosing Farm Enterprises for the Next Season

Tips for effective community mobilization

- **Build from local experience:** You need to believe that local people can come together to create positive change for themselves and for the community in which they live.
- **Find formal local leaders:** Local leaders are usually well connected in the community, understand what the FBS is about and are willing to support it. Typically local leaders can be chiefs of the village, the elderly, monks or priests etc. They have some form of recognised "formal" leadership role. They understand the needs and opportunities of the community and have trust and respect on behalf of lead farmers, villagers, community members, etc.
- **Find informal local leaders:** Local leaders are those people who have "informal" leadership roles, such as a lead farmer, or a well respected person whose opinions are well listened to in the local community. They are the people who make things happen.
- **Listen:** For building relationships it is critical that you listen.
- **Be patient:** Bringing people together into a first meeting and into an FBS is a very slow process. Understand the pace of how local people organize their work and follow it.

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Form 1:

FBS community awareness & mobilization plan

Name of FBS facilitator: _____

Section 1: My capabilities

1. Think about the following questions and write down in your answers what you honestly think:

What do I stand for?

What am I trying to do?

What are my strengths and weaknesses?

How do others see me?

What do I believe about people's ability to change?

Do my actions reflect my beliefs?

Do I have any problems working with other people?

Am I fully prepared to participate in the FBS?

Section 2: Contacts:

1. Think about the following questions and write down in your answers what you honestly think:

Who can I contact first to talk about the FBS informally?

What will I say in my conversation?

Are they likely to agree or disagree with the idea of the FBS?

Do I need to plan what I have to say?

How many people will I have to talk to?

How long will this take?

Form 2:

Effective understanding of the community

Name of community: _____

Section 1: Organising the meeting

1. Think about the following questions and write down in your answers what you honestly think:

How many people do you think will come to the meeting?

How many people do you think will be simply interested?

How many people do you think will be interested and willing to support?

How many do you think will be ready for the FBS?

2. Following this think about and write down in your answers what you honestly think:

When would a good date be to organise the first meeting?

What time of day will be good?

Where can the meeting be held?

How can I tell everybody when and where the meeting will take place?

How many house calls will I have to make?

How do I need to prepare for the meeting?

Section 2: Presenting the FBS in the community:

1. Think about and write down in your answers what you think:

What are the main points I need to communicate about the FBS?

How do I have to communicate my presentation?

How do I need to handle questions?

How do I conclude the meeting?

Do I need to hold more than one meeting?

If yes, how do I need to plan the other meetings?

Do I need to make list of those who are willing to actively participate in the FBS?

Session # 8: Organizing and managing the FBS

Farm Business School models

Flexibility is the main ingredient of the FBS. The FBS programme can adapt according to local situations, farmers' necessities and their diversity. It should be pointed out that the models below are not distinct and there are likely to be situations when farmers can associate with more than one model type.

Model 01: Support to existing or new farm enterprises

Farmers who join the FBS may already be growing crops and livestock. However, they may have little (if any) commercial experience and the focus of the FBS here will require skills to be developed for commercial farming. In other instances the focus of the FBS may be to encourage farmers to look for new commercial opportunities by adding new crops and livestock to their farming systems.

Model 02: Formation of farm enterprise groups:

Farmers may be organised into groups around some crop or livestock activity. The aim of the FBS will be to follow the local pattern of group organisation and enhance commercial farming skills.

Model 03: Establishment of a common FBS enterprise:

The focus and attention of the school can be placed on a single, common enterprise that all participants have an interest in. If the participants do decide to create "FBS enterprise(s)", ensure that clear rules are agreed upon and written down by all participants. All participants will need to share the costs of inputs, labour, etc., in an equitable manner that is agreed by all the participants.

Model 04: Post-technical production training:

Some farmers may be interested in the FBS as an activity that builds out from previous technical training that they may have received. The FBS could be viewed as a graduate programme for these farmers.

There are four contexts in which a Farm Business School is likely to set up. Determine what the most relevant context for each FBS that you set up so that planning responds to farmer group needs.

Scenario 1: Participants have not previously been set up as a group and have no knowledge of which enterprise (s) to work on.

Scenario 2: Participants have not been set up as a group but members know which enterprise to focus attention on.

Scenario 3: Participants have already been set up as a group but have no knowledge of which enterprise (s) to work on.

Scenario 4: Participants have previously been set up as a group and have already chosen an enterprise.

In all four cases there are two additional scenarios:

- (a) the participants have basic management skills; or
- (b) the participants have no previous management exposure.

Identifying & selecting farmers

Usually, but not always, you have six broad categories of farmers:

Participating farmers could come from established farmer groups (associations, cooperatives, producer groups) or they could simply come from the same area. It is preferable that farmers come from the same locality (to minimize travelling time) or speak a common language. Although it is not a strict prerequisite, it would be preferred if the farmers selected were functionally literate and had understanding of basic numeracy.

Farmer selection criterion

When recruiting and selecting participants you will look for the following qualities:

- Genuinely interested in what FBS has to offer
- Willing to commit to the FBS programme and timetable
- Recognise the need to produce for profit and for the market
- Currently practicing market and profit-orientated farm character, or have the potential to do so.
- Interest in being a facilitator of farmer-to-farmer learning
- Experience in farming for profit, and for the market
- Good communication and interpersonal skills

Categories of Farmers:

- 1 Farmers with large farms that are fully commercialised
- 2 Farmers with medium-sized farms that are commercialised
- 3 Farmers with small-sized farms that have been commercialised for some time
- 4 Farmers with small-sized farms that have been more recently commercialised
- 5 Farmers with small-sized farms that are producing in part for the market and partially for home consumption
- 6 Farmers who farm primarily for home consumption (subsistence)

Exercise:

Instructions: Consult with the farmers, preferably before the first meeting and discuss the following culturally sensitive issues:

1 Should men and women be in the same group? Is this acceptable?

2 If you have a mixed gender group, will the men dominate the women? Is it better to have separate FBS groups for men and women?

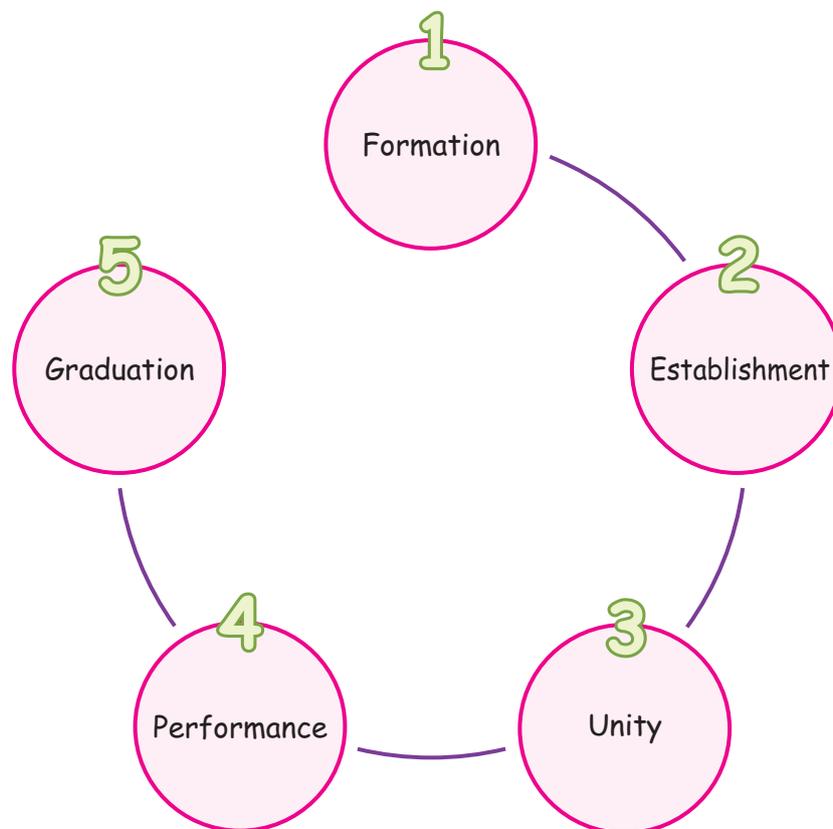
3 Is there language, tribal or other cultural factors you need to think about before setting up an FBS?

4 Are factors such as size of arable lands or numbers of livestock important? Will larger-scale farmers dominate smaller-scale farmers? Should they be together or in separate FBS groups?

Managing and facilitating a Farm Business School

The FBS group will go through various stages in the course of the FBS programme. Knowing about these will give you a better idea of how to intervene at each phase of the FBS process. As a facilitator you need to help the group move through the various stages. You need to support the group in identifying the steps and maintaining motivation.

FBS Life Cycle



Stage 1 Formation

Groups usually take from two to six months to form and become stable and active. You need to be careful not to push group formation and establishment too quickly, but you must also not let too much time pass. You will need to find the balanced pace for establishing the group. When first establishing a group farmers ask a lot of questions about the purpose and task of the FBS, look for guidance and leadership and uncertain about how to behave and are impatient for action. Farmers have a desire for acceptance by the group and a need to know that the group is "safe". They set about learning about the similarities and differences among them and forming preferences. Rules of behaviour help to keep things simple and to avoid controversy. Serious topics and feelings are usually avoided at this stage. To grow from this stage to the next, each member must give up the comfort of non-threatening topics and risk the possibility of conflict.

At this stage your main tasks are:

- Introduce participants
- Create a relaxed and fun environment
- Explain purpose of the FBS
- Encourage participants to talk to each other
- Encourage participants to work with each other, using team building exercises
- Get all participants to agree on when to meet, where, for how long
- Get participants to develop rules
- Get participants to develop objectives

Keep in mind the following three basic principles of group establishment:

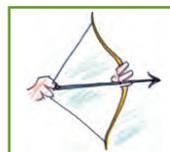
Keep the group small: For an FBS, you need between 5 and 15 participants. Working with 5-15 participants will give each person a chance to speak and to contribute his or her ideas, etc. But it will also create enough diversity to support learning.

Ensure 'similarities': Participants in the group need to have more or less similar conditions, such as economic, social, etc. Having more similarities than diversity, reduces conflict, increases trust etc.

Encourage a participation and democracy: Participants can decide who can join the group, what rules the group should have, what activities will be undertaken and that all decisions be taken by everybody agreeing to them. The group must also be committed to carrying out the agreed decisions.

**Remember:
Successful groups have**

Members with common interests



Clear objectives



Active and hard working members willing to talk, discuss and debate



Regular meetings



Members who have equal rights to talk and make their point



Member who can make decisions



Written rules and norms agreed and enforced by all

Stage 2 Establishment

The next stage is characterised by competition and conflict in personal relations. Participants have to try and understand other participants and this will require them to "bend" their feelings, ideas, attitudes, and beliefs to suit the group. Because of "fear of exposure" or "fear of failure," there will be an increased focus on how the group works and the rules set.

At this stage some participants may withdraw from the FBS, but this must not stop the "work in progress" of the group or the FBS itself. There may be changes in participants' behaviour based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some participants may remain completely silent, while others attempt to dominate.

At this stage you need to intervene and implement participatory leadership. In order to progress to the next stage, participants must move from a "testing and proving" mentality to a problem-solving mentality. The most important factor at this point for you in helping participants to move on to the next stage is the ability to listen.

At this stage your main tasks are:

- Actively listen
- Clarify purpose and goals
- Celebrate achievements made by the participants, however small
- Do not let conflict block group working and development
- Encourage progress
- Implement participatory leadership
- Develop further ground rules for dealing with conflict and other issues that may be needed

Note

It is possible that a group may get to this point and then stop working. You have to take this into consideration. You also have to consider that it can happen at all stages of the group life cycle.

Stage 3 **Unity**

At this stage the team is starting to become fully independent and starting to become effective; it is performing. Your role will change somewhat because dependency on you should be decreasing. You should support this development and take great care not to keep the group dependent on you. This is often a challenge for the facilitator, but it is very important to work at it. Bear in mind the factors that make a team "perform".

A major challenge at this stage is to ensure good communication and flow of information between participants. This could be expressed by sharing feelings and ideas, providing feedback to one another, and exploring joint actions. Participants usually feel good about being part of a group that is working.

At this stage your main tasks are:

- Enable participants to learn from their mistakes and successes
- Celebrate achievements
- Allow for participants to self-manage meetings of the FBS
- Make and take progress checks
- Evaluate the progression of the FBS, and if necessary intervene
- Support growing independence

Stage 4 **Performance**

At this stage, participants will have good personal relationships. They will be relying on each other. Participants will work independently as a group. In this stage participants will be good at problem solving, analysing and taking action and will be productive. Each participant will be self-responsible and will be confident. There is strong unity, group identity is complete, group morale is high, and group loyalty is intense.

At this stage your main tasks are:

- Reduce your role as facilitator, since participants are performing on their own
- Help the group undertake evaluation of its progress and outcomes and learn from their experience
- Maintain a supportive environment for the group
- Start to identify possible candidates who may have the characteristics, skills and willingness to become an FBS facilitator

Session # 9: Planning the FBS curriculum

Assessing FBS needs

Conduct a Training Needs Analysis of selected farmers to determine where they currently stand with respect to their knowledge, skills and attitudes. Encourage participants to speak freely. Identify current knowledge gaps and shape the FBS program to cater to farmers' needs.

Ask questions, such as:

Why form a group? _____

What would you like the group to do? _____

What activities would you like to do in the group? _____

What are your current farming problems? _____

What problems do you have with selling? _____

How do you think you can solve them? _____

How do you think meeting together to discuss can help all of you? _____

What issues would you like to discuss? _____

Section 2

Instructions

Complete the form below as shown in the following example

Knowledge/skill	Assessment	Relevant meeting/session
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Example:

Profitability	"Want to earn income from farms; do not know much about concept of profitability	" Part 1; Meeting 8; Session 1
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Knowledge/skill	Assessment	Relevant meeting/session
		Part 1:
		Part 2:
		Part 3:
		Part 1:
		Part 2:
		Part 3:
		Part 1:
		Part 2:
		Part 3:
		Part 1:
		Part 2:
		Part 3:
		Part 1:
		Part 2:
		Part 3:

FBS time chart: Part 1 (diagnosis and planning)

Meeting	Date & venue	Description of sessions	Preparations (e.g. materials, work to do to prepare for the sessions)
Part 1			
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		

FBS time chart: Part 2 (implementing)

Meeting	Date & venue	Description of sessions	Preparations (e.g. materials, work to do to prepare for the sessions)
Part 1			
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		

FBS time chart: Part 3 (evaluation and preparing a new business plan)

Meeting	Date & venue	Description of sessions	Preparations (e.g. materials, work to do to prepare for the sessions)
Part 1			
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		
	Date:		
	Venue:		

Session # 10: Evaluation and close

Evaluation of facilitator training programme

The following evaluation forms would be used to assess the facilitators' learning, and their ability to effectively conduct Farm Business School training.

1. Evaluation of content

- 1.1. To what extent do you feel you have learned from the programme?
(Please circle the score number that you feel most closely represents your views.)

Learned a lot

6

5

4

3

2

1

Learned nothing

Give your reasons (with examples) for your rating.

- 1.2. What part(s) of the content did you find most valuable or useful?

- 1.3. What part(s) of the content did you find least valuable or useful?

- 1.4. Describe the situation of the farmers you expect to be working with.

1.5. How relevant was the content to the situation of the farmers you expected to be working with? (Please circle the score number that you feel most closely represents your views.)

Very relevant 6 5 4 3 2 1 **Not relevant**

Give your reasons (with examples) for your rating.

1.6. Which parts of the programme were the most relevant to the situation of the farmers you expect to be working with?

1.7. Which parts of the programme were the least relevant to the situation of the farmers you expect to be working with?

1.8. What did you NOT learn on this programme that you needed or expected to learn?

1.9. What do you suggest should be included in the programme that was not included?

1.10. What do you suggest should be eliminated from the programme?

1.11. What do you suggest to improve the way the material is laid out and presented, for example in the handouts?

2. Evaluation of process

2.1. What is your overall assessment of the main trainer of the programme?
(Please circle the score number that you feel most closely represents your views)

Excellent

6

5

4

3

2

1

Very poor

Give your reasons (with examples) for your rating.

2.2. What were the trainer's strongest points?

2.3. What were the trainer's weakest points?

2.4. What is your overall assessment of the approach used in facilitating the programme?
(Please circle the score number that you feel most closely represents your views.)

Excellent

6 5 4 3 2 1

Very Poor

Give the reasons (with examples) for your rating.

2.5. Which parts of the programme were the best facilitated (where you really felt engaged in learning)?

2.6. Which parts of the programme were not well facilitated (where you were not really engaged in learning)?

2.7. Name one or more exercises that you found were very helpful.

2.8. Name one or more exercises that you found were not very helpful.

2.9. What can you suggest to improve the facilitation of learning in this programme?

3. Evaluation of progress

3.1. How would you rate your overall progress with being trained as a FBS facilitator?
(Please circle the score number that you feel most closely represents your views.)

Excellent

6

5

4

3

2

1

Very poor

Give reasons

3.2. In what areas do you feel you are strongest in terms of what you learnt in this programme?

3.3. In what areas do you feel you are weakest in terms of what you learnt in this programme?

3.4. How would you like to improve on the weaknesses?

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