

3.5. Workshop III: Continuation of PID activities



Workshop III – Continuation of PID activities

aims at organising the activities needed to ensure continuation of the initiated PID activities, e.g.

- the responsibilities of the workshop participants
- involvement of other necessary actors
- organisational requirements for monitoring and documentation,
- initiation of PID efforts in other places,
- dissemination of experiment results.

Overview of modules for Workshop III

MODULE	OBJECTIVES
1) Preliminary insights and open questions	Let participants review what happened so far, recapitulate the insights gained so far and formulate questions which are still open.
2) Documentation and monitoring requirements for PID	Understand the documentation and monitoring needs for PID activities and design an appropriate documentation system.
3) Organising documentation	Assign the responsibilities for documentation at the different levels and ensure that copies of the various documents generated during the work in the village are going to be placed at the respective offices and that the respective persons are informed about their tasks.
4) Verifiable indicators for PID	Show programme planners and M&E specialists how they can reconcile their needs for indicators and targets with the flexibility required in PID.
5) Recording farmers' views systematically in PID	Give an example of a monitoring and documentation system for PID experiments that systematically records farmer's view, and let participants reflect on its usefulness in their specific work situation.
6) Peer exchange	Make participants aware that peer exchange is a useful tool to share experiences and learn from each other, and that it is particularly suitable for PID.
7) Other ways to launch PID	Discuss how PID can be launched in neighbouring areas with less means and resources.
8) Group work on how to continue PID	Elaborate the concrete shape and required steps for following up and continuing the initiated PID work in the village and in the participants' specific work situation.
9) How to ensure that PID experiences can be shared among interested people	Identify appropriate media to share and learn from each other's PID experiences and make them available to all interested people.
10) Effects of PID on the way participants do their work	Think about how the involvement in PID activities or using PID as a general approach may affect the way the participants do their work as e.g. researchers, scientists or extensionists.

11) Training and coaching – a concept for step-by-step learning by experience	Expose participants to a concept on how PID practitioners can learn and improve their PID skills step-by-step by in-service meetings with peers and facilitation by an PID-experienced mentor.
12) Preparing a debriefing for the concerned authorities	Prepare a presentation to the concerned authorities and institutions about the whole effort, its results and decisions required by them to enable continuation of the initiated PID activities.
13) Workshop evaluation	Get a feedback from the participants about how they judge the quality of the workshop.

MODULE 1: Introduction into workshop on PTD and personal introduction

✓ **Objective**

Let participants review what happened so far, recapitulate the insights gained so far and formulate questions which are still open.

👁 **Situation in which to use the module**

After the work in the village. It may be used as the first module of the third workshop after coming back from the village. It may also be used later, e.g. as part of the evaluation.

🔔 **Intended learning effects**

- Reflection on PID, as well as on the contents and processes of these PID workshops.
- Identify and discuss open questions.

📅 **Procedure**

1. Ask participants to lean back and to reflect on the experiences made during the preparation workshop and the work in the village, and review them in the light of their own work situation. Based on this reflection they should identify insights gained so far and questions that remain open and write these on cards (one item per card, different colour cards for insights and questions). This can be done in groups of 2-3 or individually.
2. Stick the cards on a board or flipchart. Go through the cards and ask for explanations in the case of cards that are not clear.
3. You may discuss the open questions immediately or at a later point in time. However it is important, that the questions are dealt with them at some time during the workshop. Participants will be frustrated if they ask questions and they are not taken care of at all.

🕒 **Time**

30 minutes (excluding any discussions)

✂ **Material**

Cards (two colours), markers, flipchart(s) or board(s)

MODULE 2: Documentation and monitoring requirements for PID

✓ Objective

Understand the documentation and monitoring needs for PID activities and design an appropriate documentation system.

👁 Situation in which to use the module

This module is best used after the workshop participants have already worked together with villagers on designing experiments. Alternatively a brief overview on the documentation needs may be given towards the end of workshop I and then deepened after the work in the village of workshop II.

🔔 Intended learning effects

- It is very important to take the documentation seriously, so that the results of experiments can become available to a wider range of people and all levels can learn from each other.
- At anytime professionals from other agencies and services can look up the documentation system and then go and have a look at one of the experiments and discuss with the farmers.
- A good documentation system ensures that the coaching and accompanying of the experiments by outsiders can happen based on clear information about the status of the initiated experiments and that future ideas and experiments are dealt with in an organised way.
- The documentation system may look a bit complicated, but for each level there is not much to be managed.
- The system has to be adapted to the particular situation and involved institutions and may change over time.
- The various examples attached here show the diversity of documentation needs.

📅 Procedure

1. Use the attached examples to prepare the module to fit your particular situation.
2. Recapitulate the requirements for documentation at the village level (i.e. Idea Sheets, Experiment Sheets, Action Plans, Recording Book). Agree on these.
3. Present a matrix with all the relevant offices and actors which may need to know what is going on with experiments in the village.
4. Place symbols of the various types of documents which have been developed in the village to their respective places, i.e. the Idea Sheets that were not further processed into Experiment Sheets, existing flipcharts of Experiment Sheets still on hold, and those Experiment Sheets with their Activity Plans which have been decided by villagers to be taken up. Point out that the documents in the hands of the village leaders always are the originals.
5. Then gradually move right through the matrix, asking which copies of the originals need to be available in each office.

6. Then move to the monitoring. Put the monitoring tools at the village level (Recording Book etc.) in their respective place at the village. Then again move right. Explain that local extensionists will copy what is in the Recording Book into their own notebooks. Discuss which agency is best suited to prepare status reports in regular intervals, with support from other agencies if required, and in which way they should be copied and forwarded.
7. Discuss, finalise and reach a consensus.

**Time**

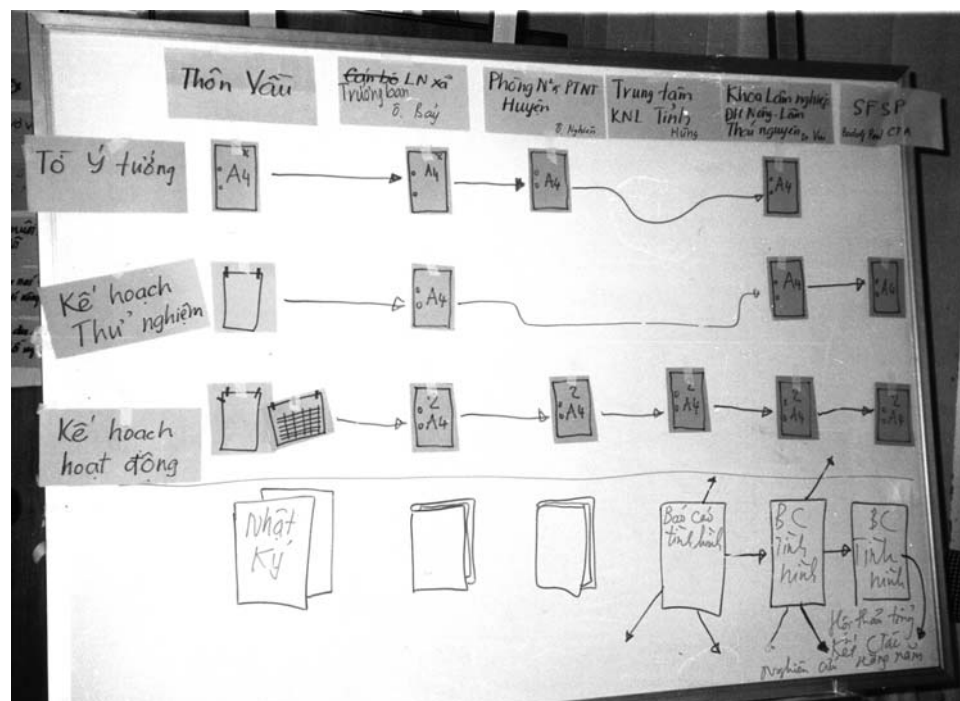
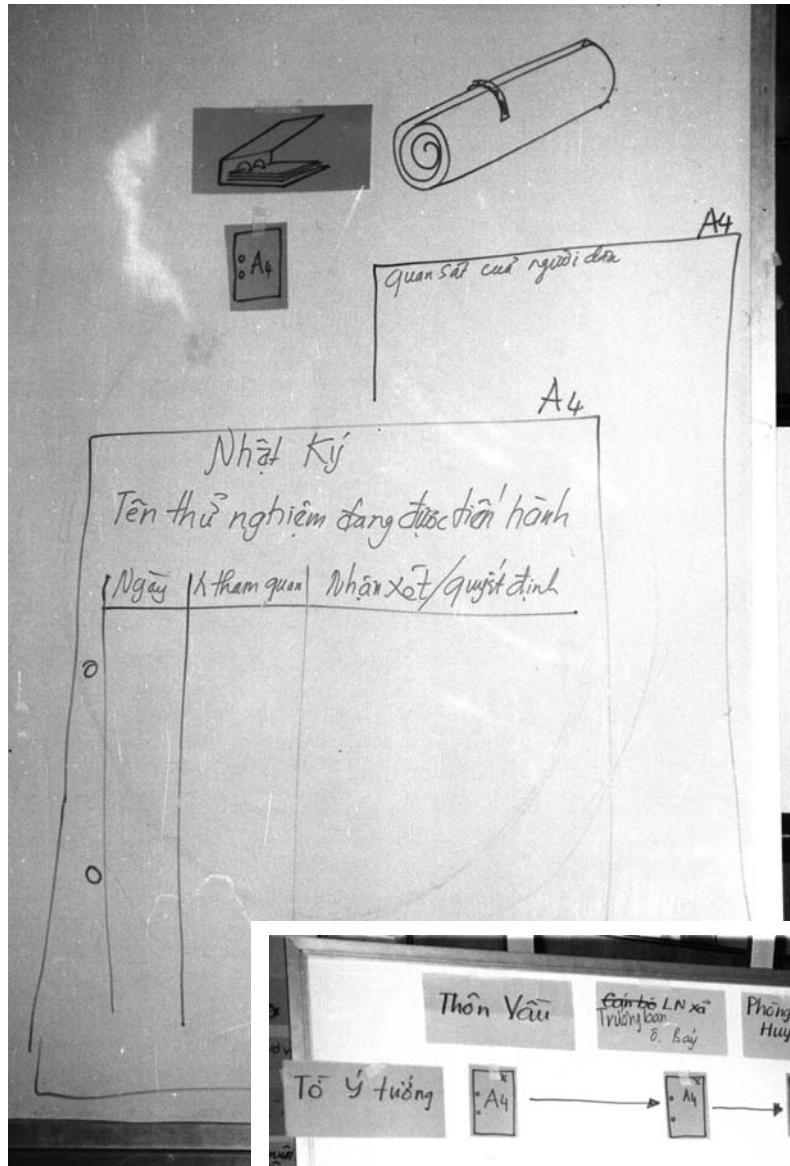
2 hours

**Material**

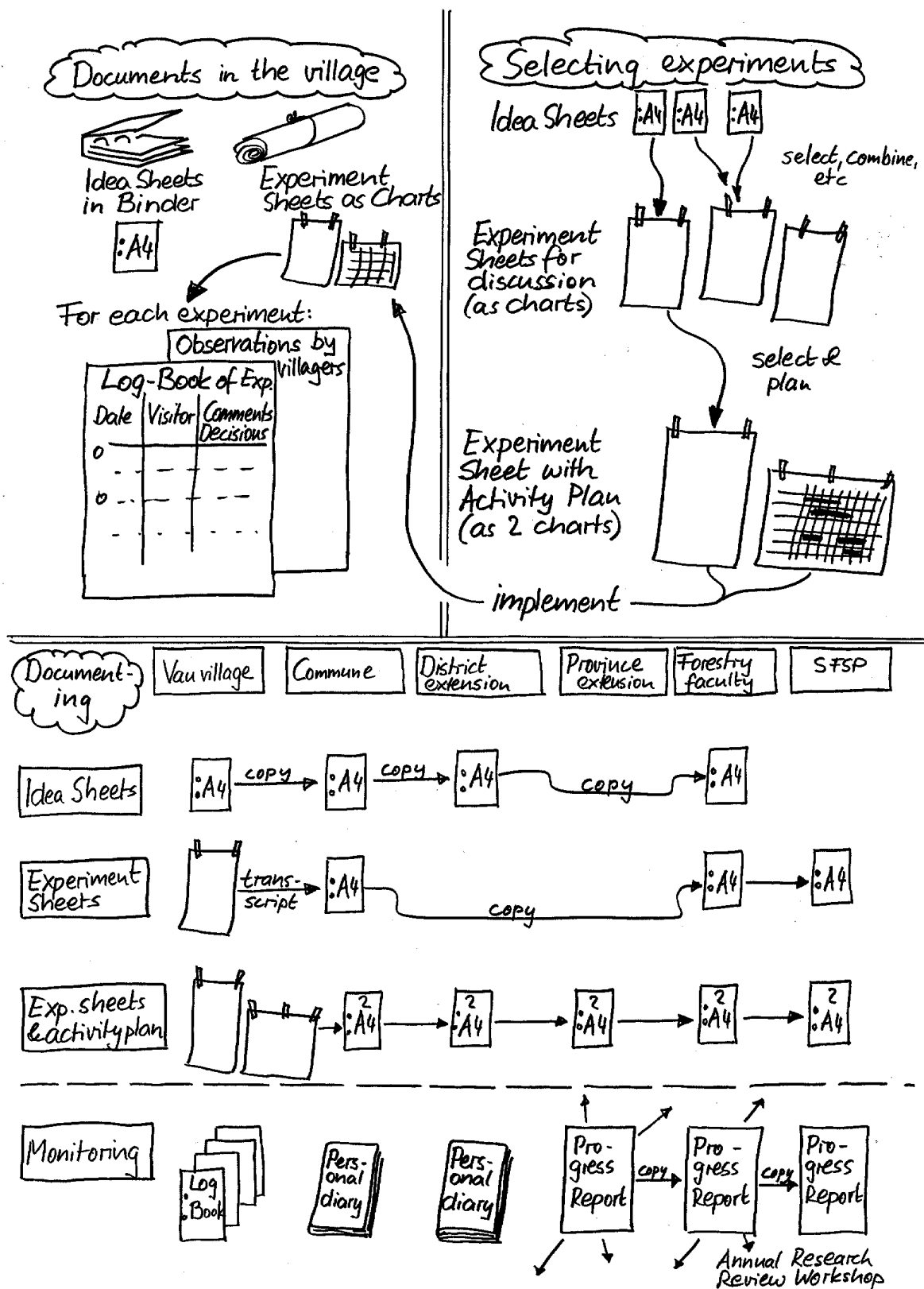
Whiteboard or flipcharts, symbols for documents to be stuck on and moved around.

A documentation system from Vietnam

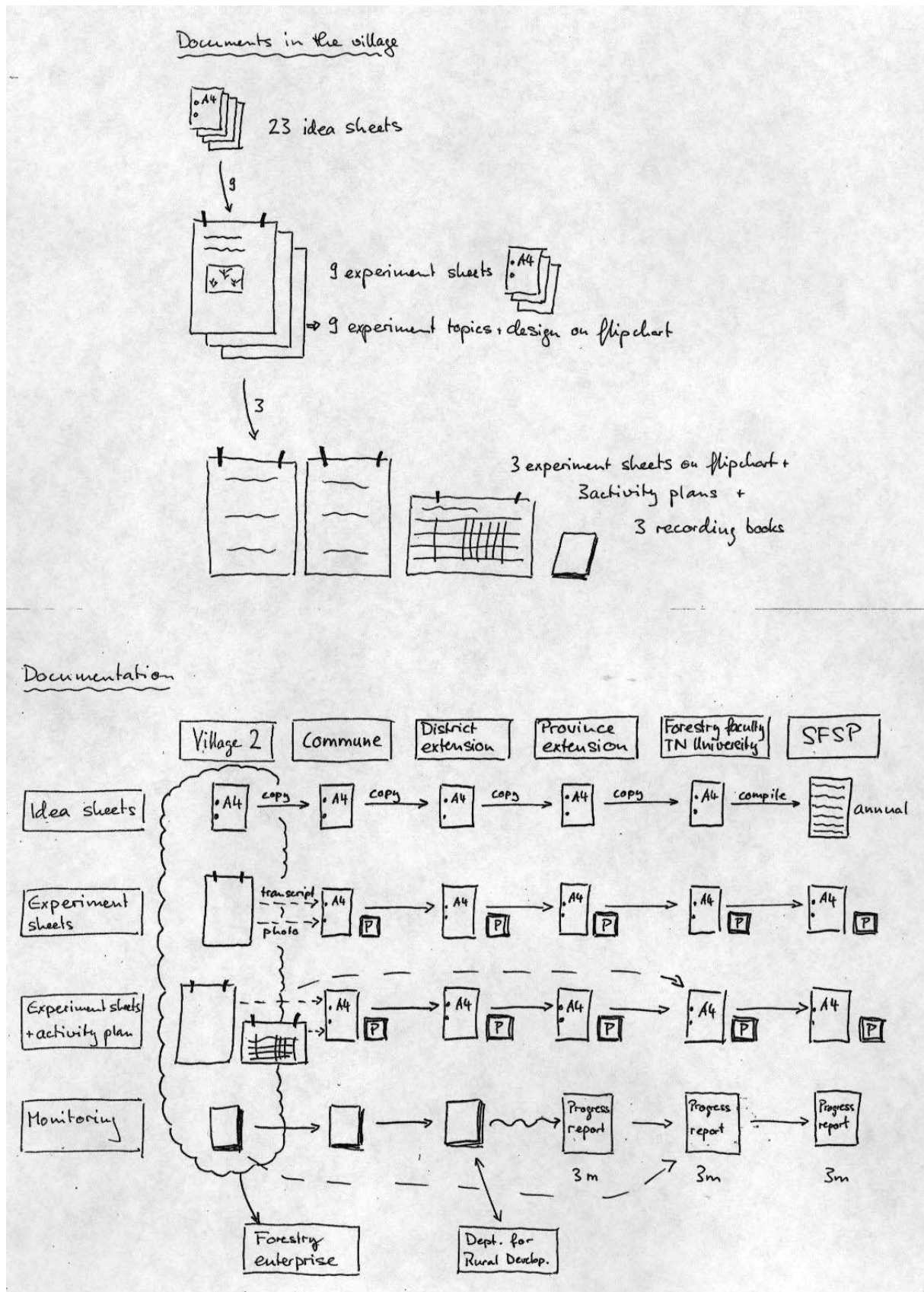
1. Fotos of the original presentation



2. English transcript of above documentation system



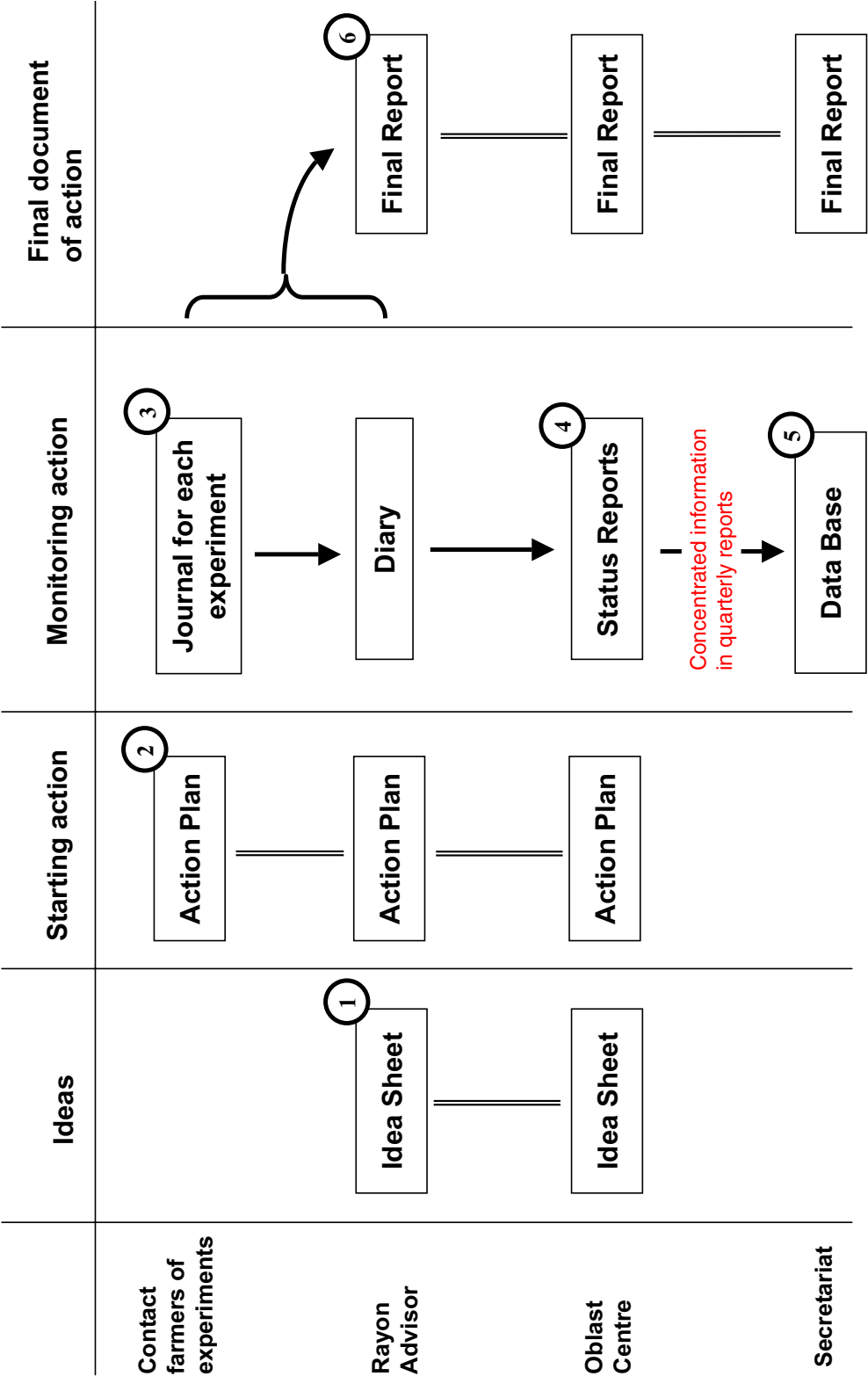
Another example of a documentation system from Vietnam



A documentation example from Kyrgyzstan

Note that the expressions used are partly different than those used in this publication.

1. Overview



N

 Refer to the explanations on the following pages

2. Explanations

1. Idea Sheets

The reasons for the idea sheets are:

- that ideas have to be written down as soon as they occur. Otherwise a lot of interesting things get lost.
- that it is better to be able to pick from a large number of ideas, when trying to find out the most interesting things one may actually do.

The Rayon Advisor keeps all the Idea Sheets that are generated in his or her Rayon in a Rayon PID File.

A copy is sent to the Oblast Centre. There all the Idea Sheets generated in the whole Oblast are kept in the Oblast PID File. In this Oblast File the ideas are grouped thematically.

2. Action Plans

The reasons for the action plans are:

- to ensure that it is clear to all involved, what the experiment will be
- to ensure that responsibilities and time schedules are clear to all
- to enable the Rayon Advisor as well as the Oblast Centre and the Secretariat in the capital to know what kinds of trials are going on in various places, so that support can be given with information and contacts to the research system.

The Action Plan for each experiment stays with the respective contact farmer.

A copy is with the Rayon Advisor, who files it in the Rayon PID File.

A further copy is sent to the Oblast Centre, where it will be filed in the Oblast PID File.

3. The Journal for each experiment

The reasons for the Journal are:

- to make sure, that farmers can always look up the things that have been discussed and decided during the course of the experiment
- to allow visiting outsiders to give their comments and suggestions. This will mainly be the responsible Rayon Advisor
- to allow visiting outsiders to understand what has already been undertaken and what had already been discussed and decided. Visiting outsiders can come from the Oblast Centre (for instance involved SMS) or even from the capital (for instance involved researchers).

The Journal is kept by the contact farmer of the experiment, together with the Action Plan.

Whatever the Rayon Advisor writes into the Journal, he/she will also write into his/her personal diary.

The journal must be very simple. Below a suggestion:

Date	Observations/Comments	Decided further action	Persons and signatures

4. Status Reports

Each experiment is different, and each experiment also takes place at different times. It is therefore not possible to make a standard format for a Status Report.

The responsible person will have to look at each Action Plan, and then decide what he/she wants to know during the course of this experiment. And when he/she wants to know it. He/she will then give the instructions to the responsible Rayon Advisor.

The reasons for the Status Reports are:

- to make sure, that the Oblast Centre Manager is kept informed about the progress of an experiment
- to make sure, that other Rayon Advisors can always look up the status of an experiment which a colleague conducts, and which may be an interesting place to visit for some farmers from his/her own Rayon.

The Status Reports are filed in the Oblast PID File.

5. Data Base

The reasons for the Data Base at the Secretariat level are:

- that the Secretariat knows at any time, which experiments are being undertaken, where, and when, and what their status is. This information is important for discussions with the research system, when designing new programs and studies, or when explaining policy requirements to decision makers.

Such a Data Base will usually be computerised. Where this is not possible a filing system will do the job.

Only concentrated information is useful at the Secretariat level. However, the information should be sufficient to plan specific visiting tours for interested specialists.

Oblast Centre Managers will have to forward this concentrated information in the course of their normal quarterly reports. The information may look something like this:

Date:		
Title of experiment:		
Objective:		
Oblast:	Rayon:	Village:
Responsible farmer:		
Other involved persons (besides the adviser):		
Status: Planned / ongoing / expected completion		
Three sentences comment on how the experiment is progressing.		

The Data Base will have to react to queries on:

- Location
- Theme
- Involved researchers and Subject Matter Specialists
- Status

6. Final Report

The reasons for the Final Report are:

- to ensure, that the points to be learned from this experiment are available to other farmers, to the whole advisory system, and to interested researchers
- to inform, that an experiment has been completed.

The Final Report is written jointly by the participating farmers and the responsible Rayon Advisor.

The format for such a Final Report may look as follows:

Title of experiment

Place, date, responsible farmer, other involved persons etc.

1. What was done
2. What was the outcome (what happened)
3. What is the recommendation of the farmers to their colleagues, based on this experience
4. What is the recommendation of the Rayon Advisor to his/her colleagues, based on this experience
5. What is the assessment of participating SMS or researchers regarding scientific insights gained.
6. Suggestions for further experiments based on this experience
7. Indications of where further reports, material, etc. concerning this experiment are available

MODULE 3: Organising documentation

✓ Objective

Assign the responsibilities for documentation at the different levels and ensure that copies of the various documents generated during the work in the village are going to be placed at the respective offices and that the respective persons are informed about their tasks.

👤 Situation in which to use the module

This module will normally follow the designing of the documentation system.

🔔 Intended learning effects

- The documentation system should be organised properly right now.
- Some people who are not in the workshop may have a role in the documentation (e.g. at a higher level of the involved institutions). Someone has to inform them about their tasks and hand over the respective document copies.

📅 Procedure

1. Take the agreed documentation system.
2. Collect all the Idea Sheets, Experiment Sheets and Action Plans taken from the village.
3. Check that there are no originals which should be in the village among them. If there are, assign the responsibility to take/send them back to the village to a suitable person.
4. Discard all Idea Sheets which have been developed into Experiment Sheets.
5. Make as many copies of the documents as necessary according to the agreed documentation system.
6. Let the field worker who is in direct contact with the villagers file those papers that stay with him/her (usually at the district level), in a sensible order
7. Assign the task to take copies to the further documentation places and to inform the people there to suitable workshop participants.
8. Discuss who would be the person(s) responsible for taking care of the documentation at these places.

🕒 Time

30-40 minutes

✂ Material

Idea Sheets, Experiment Sheets and Action Plans taken from the village, large folders (or another filing system), a photocopying facility or computer and printer

MODULE 4: Verifiable indicators for PID

✓ **Objective**

Show programme planners and M&E specialists how they can reconcile their needs for indicators and targets with the flexibility required in PID.

👁 **Situation in which to use the module**

This module can be used towards the end of workshop III, or if and when the subject comes up among participants.

🔔 **Intended learning effects**

- It is possible to define indicators and targets which allow to monitor PID quantitatively and at the same time keep the flexibility necessary for conducting it.

📅 **Procedure**

1. Present the attached transparency and discuss the theses and examples in plenary.
2. Ask interested participants to formulate examples for their own PID situation and present them to the plenary. In case the indicator question is very important to the participants you may arrange this as a group work

🕒 **Time**

30 minutes, in case of group work 60 minutes

✂ **Material**

Transparency (attached), projector

VERIFIABLE INDICATORS FOR PID

Some theses:

- Imposed targets do not allow the required flexibility for conducting PID.
- However, M&E requirements demand that targets are set and indicators are identified.
- It is possible to define indicators and targets which allow to monitor PID quantitatively and at the same time keep the flexibility necessary for conducting it.

Examples:

- Within one year: At least two local technologies were improved by villagers, through some form of experimentation with backstopping from the respective extension staff.
- Within 3 years: At least five new things that work were developed by villagers, and neighbours as well as villagers from surrounding villages have begun adopting them, in consequence of interaction with those villagers involved in developing the innovations.

MODULE 5: Recording farmers' views systematically in PID

✓ Objective

Give an example of a monitoring and documentation system for PID experiments that systematically records farmer's view, and let participants reflect on its usefulness in their specific working situation.

👁 Situation in which to use the module

This module is useful when working with formal researchers, or other people who are not used to give adequate importance to the farmers' view. It is best brought when discussing monitoring and documentation of the experiments. The presented example was used in a workshop on participatory research with a network of research institutions. It serves here as an example of how to systematically record, and take seriously, the view of farmers on the experiments.

The module may be merged with module 2 of this workshop.

🔔 Intended learning effects

- It's the farmers' views on innovations which determine whether they can be called an innovation that works.
- Good documentation of farmers' comments and their reasoning for adoption or adaptation of innovations is of crucial importance for designing experiments which are really useful for farmers.

📅 Procedure

Option 1: Lecture and discussion

1. Present the attached transparency. Explain that this is an example from another workshop with another situation.
2. Discuss in plenary, how an arrangement taking into account the key points in the example might look in the situation the participants are working in.
3. Document the resulting arrangement and other comments of the participants.

Option 2: Group work

1. Present the attached transparency. Explain that this is an example from another workshop with another situation.
2. Divide into groups of 5-6 people. to discuss and make a proposal how an arrangement taking into account the key points in the example might look in the situation the participants are working in.
3. Present in plenary and discuss. Document all comments (on a blank transparency for all to see or a flipchart)
4. Develop a practical synthesis of the proposed arrangements and incorporate this into the documentation system.

Option 3: Adapt transparency beforehand to the situation in which your PID effort takes place. Then deal with it as in option 1 or 2.

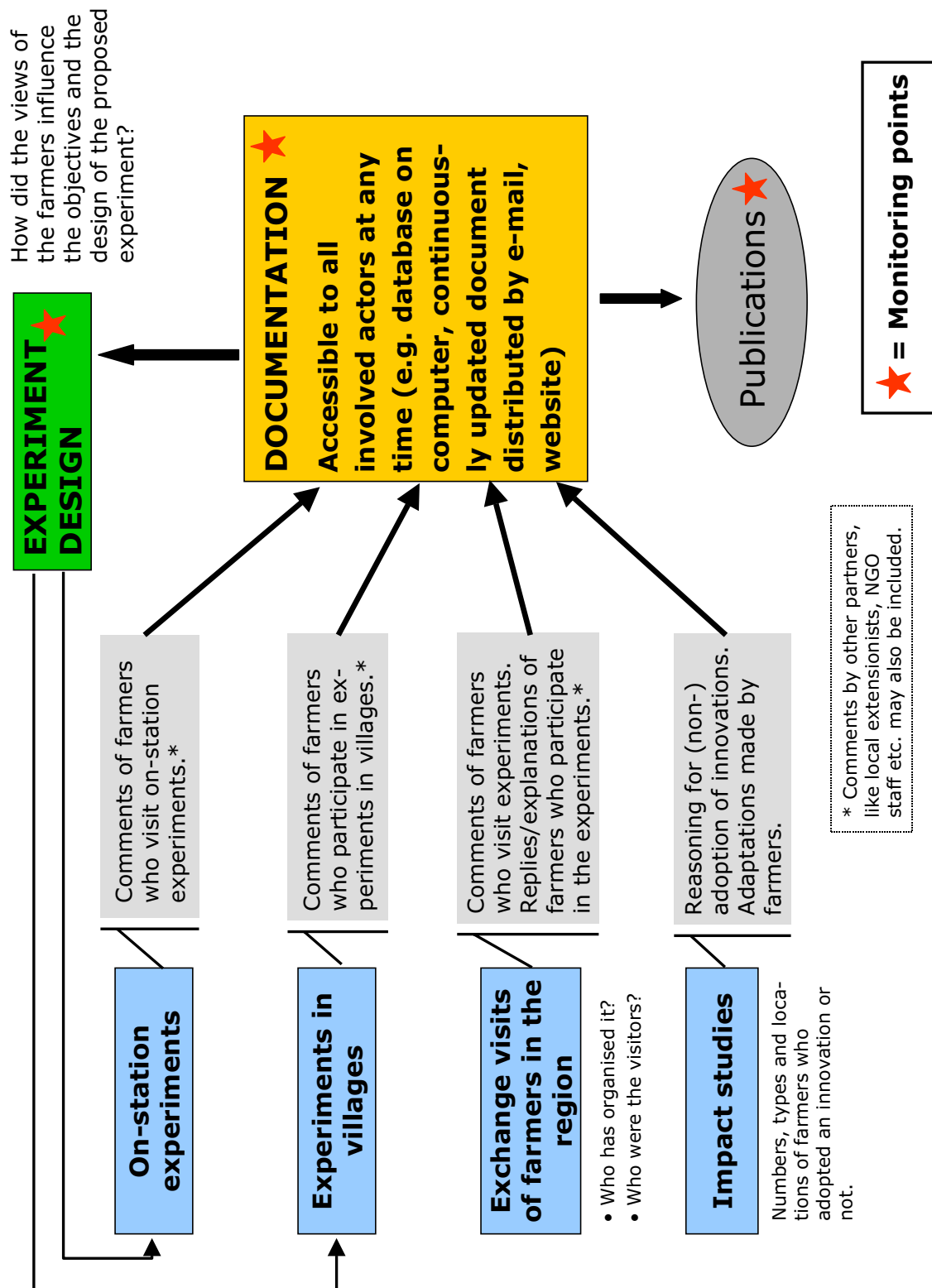
🕒 Time

Lecture and discussion: 20 minutes

Group work: 60 minutes

✂ Material

Attached transparency, blank transparencies or flipcharts, projector



MODULE 6: Peer exchange

✓ Objective

Make participants aware that peer exchange is a useful tool to share experiences and learn from each other, and that it is particularly suitable for PID.

👁 Situation in which to use the module

After the work in the village, before the participants begin to think about how they are going to do PID in future in their own situations.

💡 Intended learning effects

- Peer exchange events are a useful method to organise learning from each other, particularly for PID.
- Peer exchange is nothing new. Most participants have already experienced it in one way or the other.

📅 Procedure

1. Prepare movable drawings with the different peer exchange actors in advance. If you are not good at drawing you may use more writing.
2. Demonstrate peer exchange between farmers and staff in PID using the movable drawings (the story to explain and an example of how to use the movable drawings are attached).
3. Explain ...
 - what peers are:
People who work in the same position but in different locations, e.g. farmers in neighbouring villages, field extensionists from Vietnam and Switzerland or from different districts in Vietnam, forestry teachers of different universities, horticultural scientists from different research stations.
 - what peer exchange is:
Events to facilitate learning and exchange of know-how and experience between peers.
 - what may be exchanged:
PID experiment results. Experience with methods and processes.
4. Explain why peer exchange:
 - a) Peers understand best how exactly a thing works in their specific situation (be that a new way of nursery technique or some participatory working method).
 - b) Simple things and basic elements of complex things can be disseminated by mass media or printed materials. The intricate details of complex innovations in a land use system are best exchanged in direct discussion among farmers and/or among extensionists/researchers.
 - c) To avoid the pilot syndrome: In many places in the world interesting things are happening, and hardly anybody knows about this. Peer exchange can help to spread such things to a wider area.
5. To reinforce your point you may ask the following question: «What event would you prefer to attend, a lecture on PID by a renowned specialist, or an exchange visit to another area where successful PID is done?»

🕒 Time

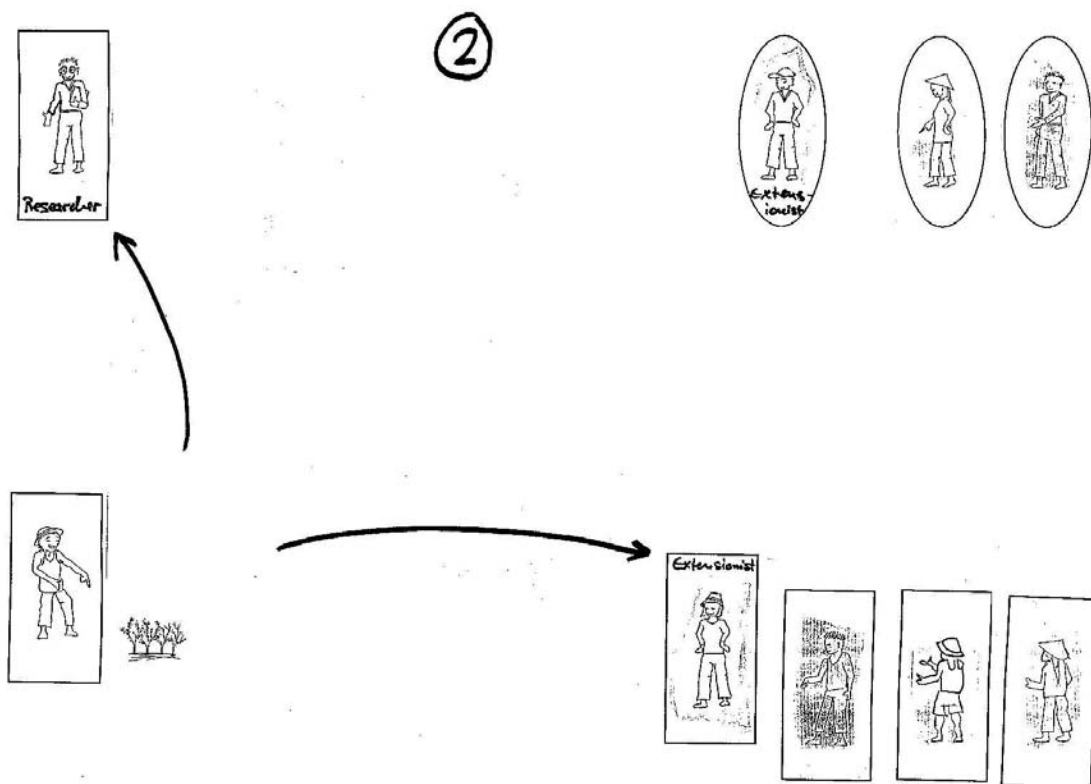
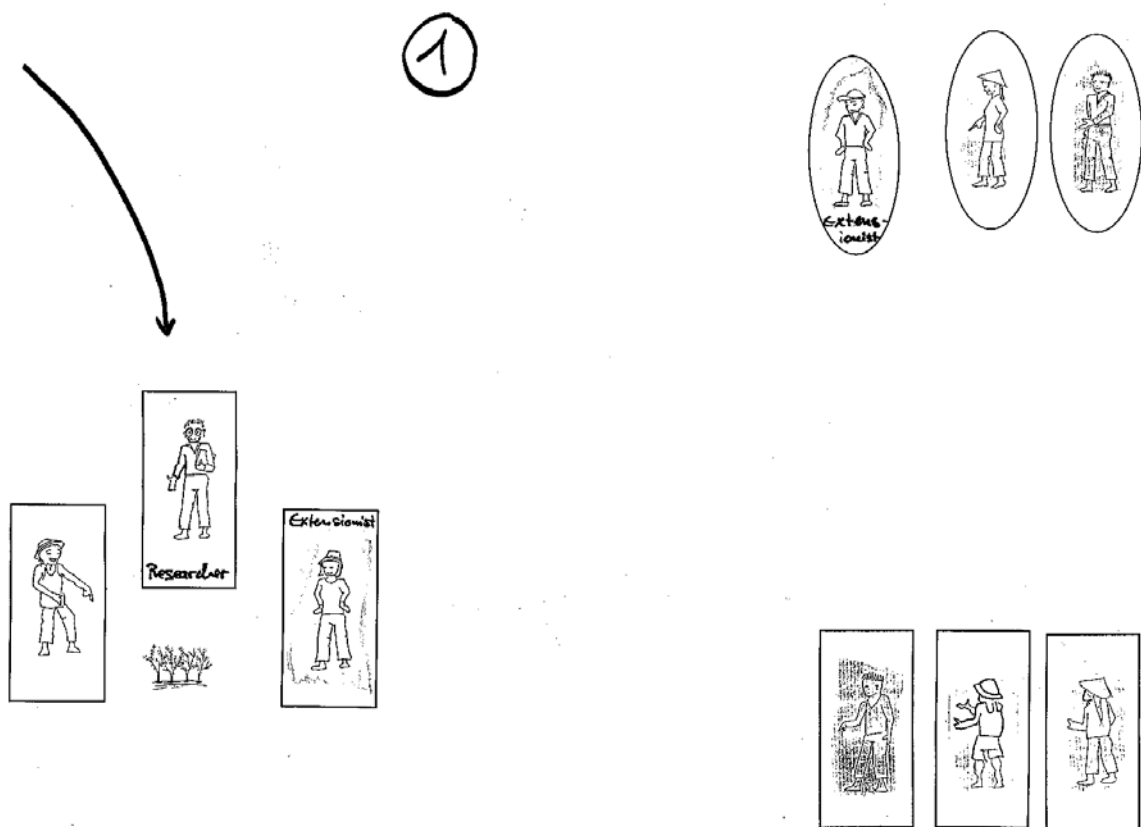
40 minutes (including approx. 10 minutes for discussion)

✂ Material

Story and drawings (attached), white board, pin board or flipchart

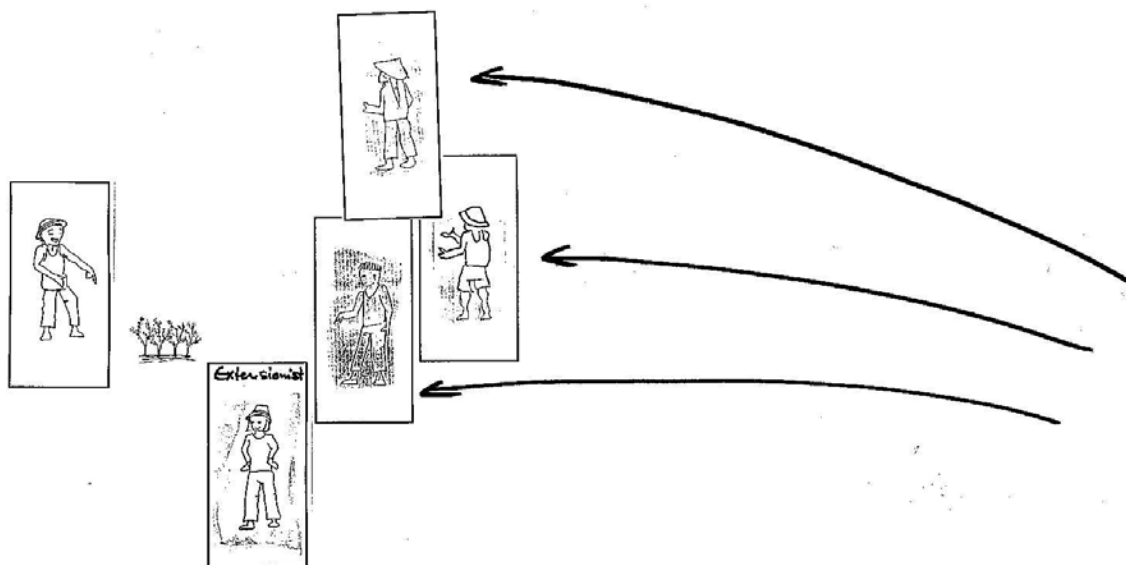
The story on peer exchange, told with the help of movable drawings

1. On the left side you see a farmer (or a group of farmers) and an extensionist who jointly conduct an experiment. The involved researcher has come for a visit. The farmer points out certain things about the successful crop. In the lower right corner are farmers in another village of the same District. In the upper right corner are farmers and the extensionist of a neighbouring District (oval cards).
2. Of course usually the farmer is alone with his experiment. The researcher is away in his research station. The extensionist is usually away with other farmers in her District. She motivates interested farmers in other villages of her District to go and visit the PID experiment.
3. This is the visit by farmers from the same District. The experienced farmer points out the details of what is happening in his experiment. The visiting farmers ask questions, comment and discuss. The extensionist mainly observes. She notes down those points in the discussion, which may help to adapt the technology. She also notes down new ideas which may emerge.
4. Sometimes the researcher may want to join for the visit and observe and discuss with the visiting farmers.
5. The visitors all have gone back. The extensionist has gone to one of the regular meetings with other District extensionists. Such meetings are also used to communicate what is going on in the different experiments. This may result in an extensionist of a neighbouring District becoming interested in the experiment undertaken, because the farmers in his District are having a similar problem or could benefit too from this innovation.
6. He asks his colleague to take him to the experiment in order to get a first-hand look. Based on this he then decides to bring along a group of farmers from his own District to also come and have a look.
7. He managed to motivate a few interested farmers from his District to go and visit the successful PID experiment. This visit follows the same rules as in scene 3. Sometimes the local extensionist may also wish to be present.
8. The farmers in the neighbouring village and from the other district decide to try out and adapt the innovation on their fields. If this succeeds the innovation spreads.
9. The researcher may want to see how the innovation spreads. He will mainly be interested to see the adaptations that the adopting farmers have made to the innovation. Their comments and ideas are important data for analysing the constraints and potentials of the farming systems they are operating.

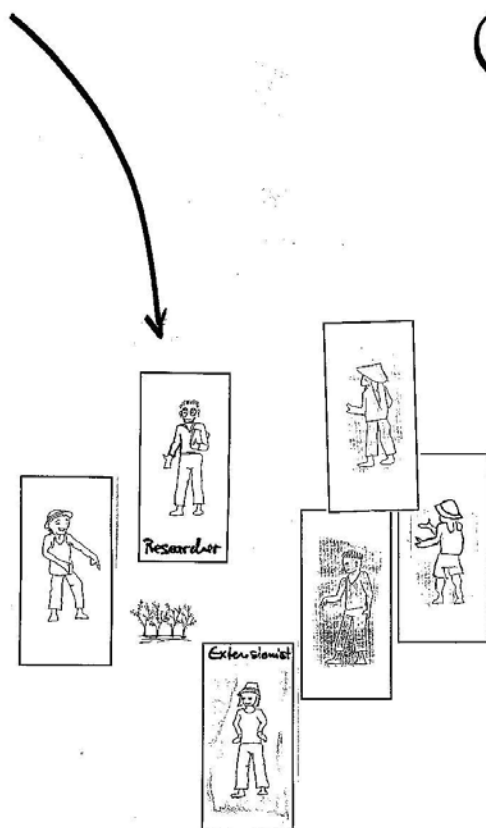


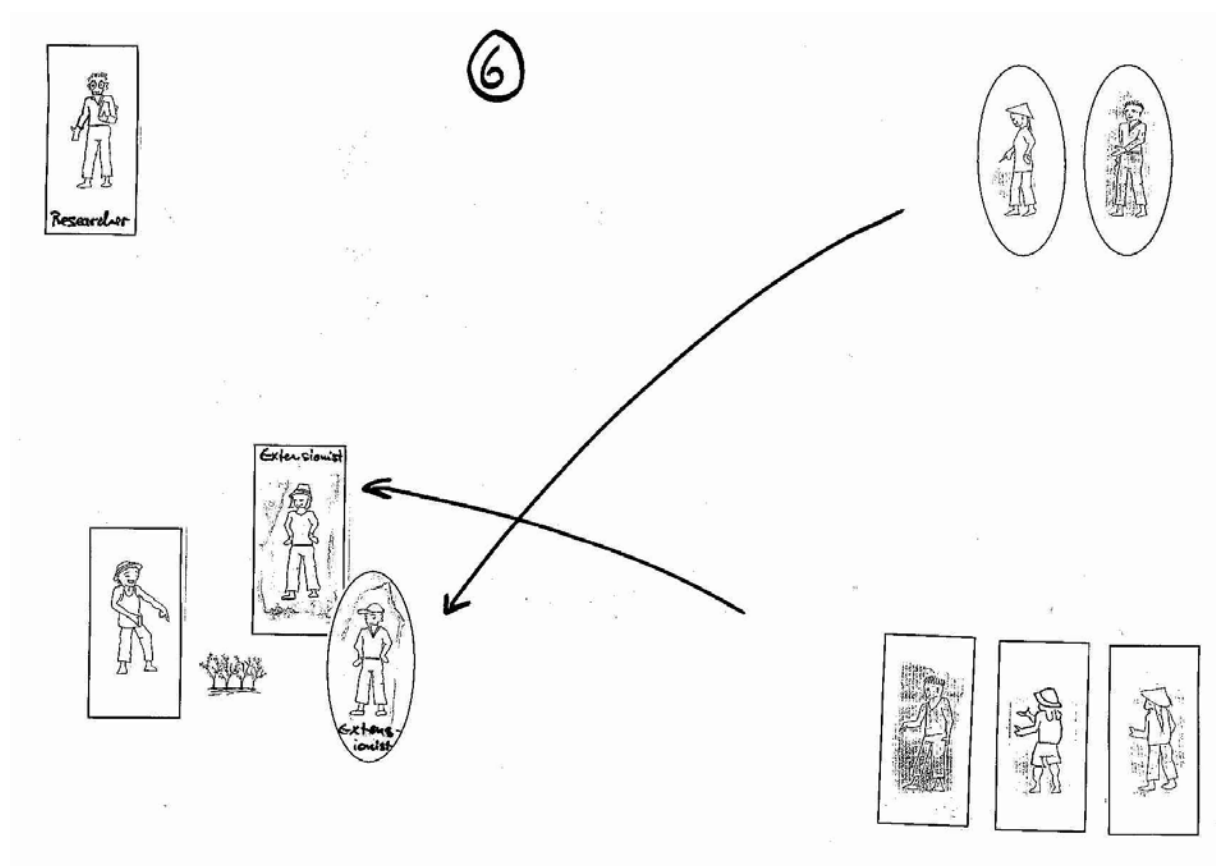
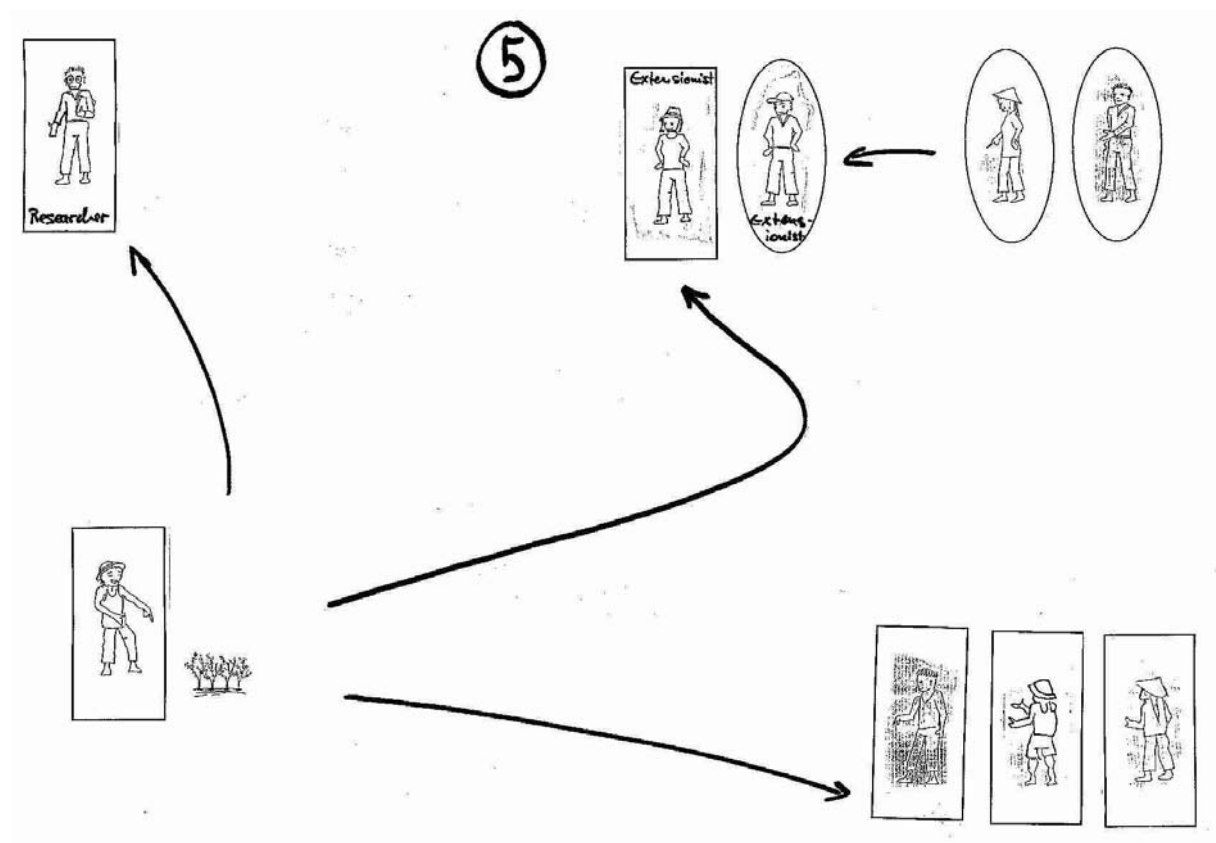


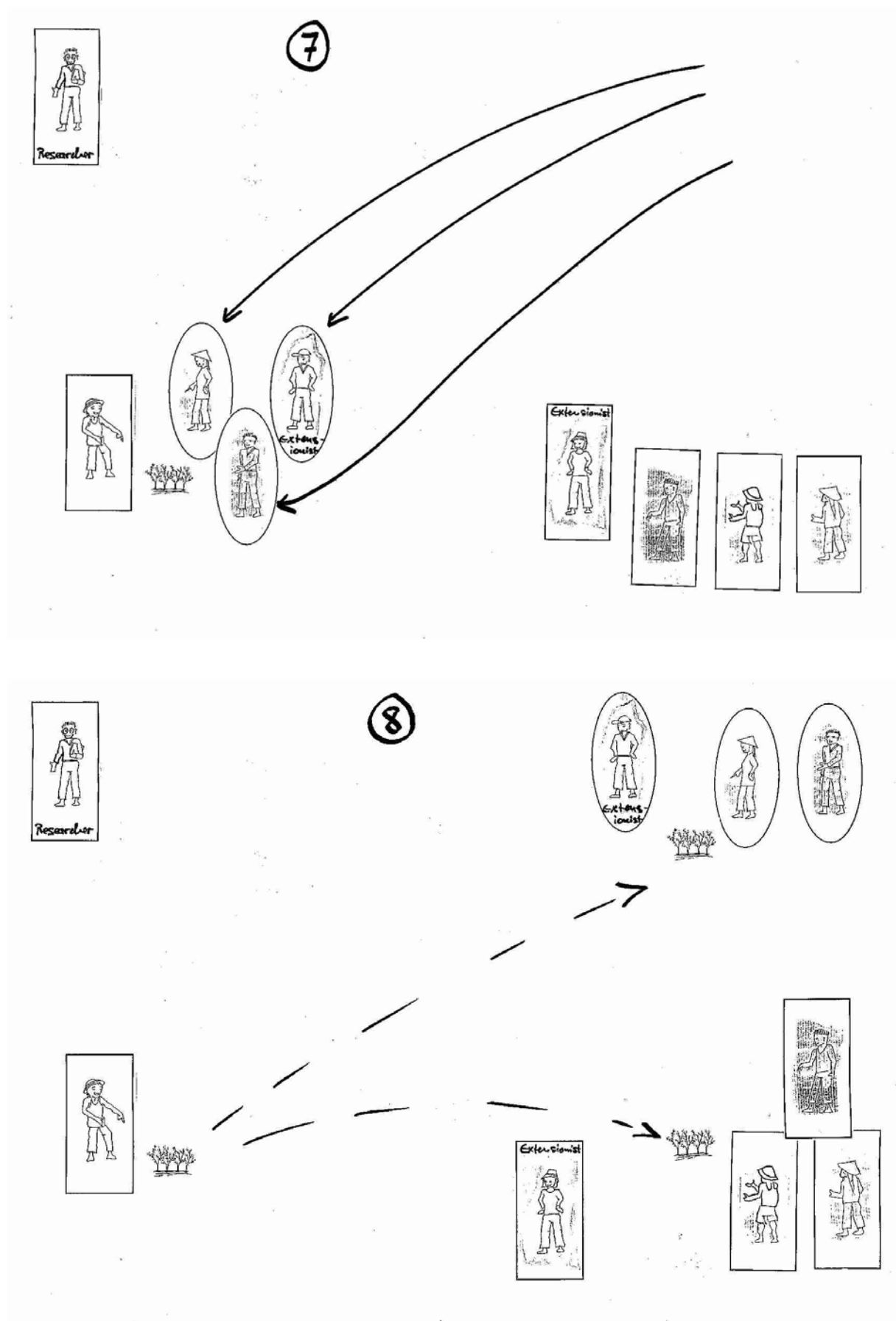
③

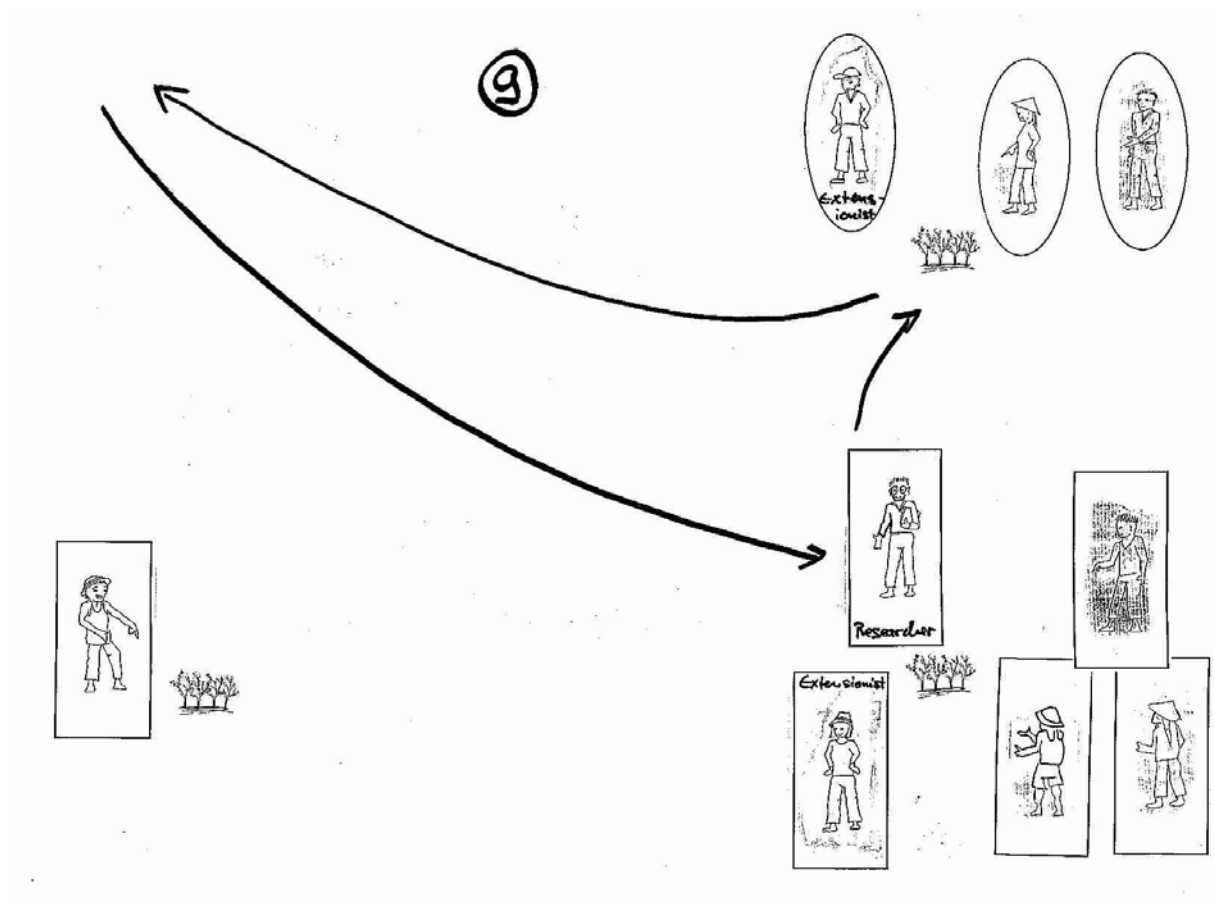


④









MODULE 7: Other ways to launch PID

✓ Objective

Discuss how PID can be launched in neighbouring areas with less means and resources.

👤 Situation in which to use the module

Before elaborating how participants can practically apply the learning and experiences of this workshop back home.

🔔 Intended learning effects

- Such a massive effort to launch PID cannot be undertaken in every place where PID would be helpful. There can never be enough financial and human resources for this.
- PID can also be introduced with less people and on a smaller scale.

📅 Procedure

1. Explain that this PID introduction workshop was a large effort in just one place, with many people travelling around by plane and by car. Visualise your explanations in some way.
2. It is not possible to undertake such a massive effort in every place, and it is also not necessary. PID activities can also be launched on a smaller scale in other places, based on what people from different places learnt during this initial large effort.
3. Suggest the following ways to initiate PID in a place:
 - Initiate PID in a village with just those people who are anyway working in the area (e.g. as extensionists). One or two persons who participated in this large effort or who have PID experience from elsewhere, accompany and coach the newcomers. It is not a must to have a four days initial event in the village. The idea gathering and experiment implementation can also be done in a continuous process over some time by the persons who work in the area on a regular basis.
 - You may organise a similar process as during this effort, but with less outsiders. Only people who will be involved in PID in an area or district will take part.
 - Peer exchange visits of farmers and staff from places where PID should be initiated to places where PID already is on-going has proved to be a good way to start. This reduces the time and efforts needed to understand what PID is substantially.
 - Sequential peer exchange visits with staff and farmers can be used to initiate PID in areas adjacent to the on-going PID work.

🕒 Time

20 minutes

✂ Material

White board, flipchart or cards and pin board, markers

MODULE 8: Group work on how to continue PID

✓ **Objective**

Elaborate the concrete shape and the actions required for following up and continuing the initiated PID work in the village and in the participants' specific work situation.

👁 **Situation in which to use the module**

After the documentation system has been introduced and other necessary issues have been discussed.

🔔 **Intended learning effects**

- Understanding of and agreement on the actions required to ensure follow up and continuation of the initiated PID work in the village (including an approximate time table), and assignment of responsibilities.
- Understanding on how participants from other areas or work environment will go about initiating PID in their situation or otherwise use what they learnt.

📅 **Procedure**

1. Formulate, in advance, group work assignments for groups of people with similar work situations (e.g. researchers, extensionists, educationists, or people from the same geographical area who are going to carry out PID activities together).
2. Explain the objectives and tasks of the group work for each group.
3. Divide participants into respective groups and hand out the assignment to each group.
4. Let the groups go through the assignment. Go and ask whether they have questions after around 10 minutes.
5. Groups work and prepare their presentation.
6. After every presentation, facilitate a discussion on questions and arising issues.

🕒 **Time**

2 hours for the group work

20 minutes for each presentation + 20 minutes discussion after each one

✂ **Material**

Assignments for each group (see the attached examples from Vietnam; note however that the assignments need to be tailored to the work situation of the participants), visualisation materials

Assignments for group work on how to continue PID from Vietnam

Assignment 1:

Topic	Make PID actually happen in Thon Hai village
Objective	Become clear about the practical details of continuing the initiated PID
We have experienced and discussed the various elements required for PID.	
Tasks	<ol style="list-style-type: none"> 1. Check the three experiment sheets (incl. activity plans) and clarify the commitments. Are they realistic? Adapt if required. What is still unclear? 2. How can Tay Nguyen University students be involved in the experiments? 3. Have the interests of women and men equally been taken care of? How? 4. Design the process of writing status reports (and final reports) of experiments for the province extension office and the university. 5. Propose concrete events for peer exchange (all levels). 6. Which people need to be informed about the on-going efforts? 6. Identify open questions. Who is able to answer them? Are there decisions which need to be taken? By whom? 7. List the next steps which need to be done in order to initiate action.
Presentation	Use any material you wish Maximum 20 minutes

Assignment 2:

Topic	Starting PID in other places (Hue, Thu Duc, Ca Mau, Rubber Research Institute)
Objective	Get a clear understanding of how to launch PID in the situations of the participants from other places
A sequence of three workshops has been used to launch PID in Thon Hai (Dak Lak). In other places this process may look different.	
Tasks	<ol style="list-style-type: none"> 1. Design the process for launching PID in your situation. <ul style="list-style-type: none"> • What should be done differently (compared to what we did here)? • Which tools should be used? • Who should be involved? Who needs to be informed? • 2. Identify open issues which need to be clarified in advance. 3. Identify decisions which need to be taken by whom. 4. Propose the next steps to be taken, by whom and when.
Presentation	Visualise the process List steps to be undertaken, issues to be clarified, and required decisions Maximum 20 minutes

MODULE 9: How to ensure that PID experiences can be shared among interested people

✓ **Objective**

Identify appropriate media to share and learn from each other's PID experiences and make them available to all interested people.

👁 **Situation in which to use the module**

Towards the end of workshop III.

🔔 **Intended learning effects**

- Everybody who is involved in PID can learn many helpful things from other people's experiences with PID experiments and processes for the own work.
- Somebody has to take care of the very important task of linking people involved in PID.
- Unless every involved person writes her/his experiences up and makes them available to the person who has the task of linking, nothing will happen.

📅 **Procedure**

1. Ask the questions: How can we keep in touch with other PID implementing partners in our country? How can we know what is going on in the other PID places? What experiences are being made? What results are emerging?
2. Explain the different options (visualise in writing or by drawings):
 - Personal e-mail exchange or letters
 - E-mail with mailing list
 - Newsletter (printed or by e-mail)
 - Newsgroup (in the internet)
 - Website
3. Explain the requirements for each option.
4. Discuss with participants what would be the preferred option(s) considering their resources and situation.

🕒 **Time**

20 minutes

✂ **Material**

White board, flipchart or cards and marker

MODULE 10: Effects of PID on the way participants do their work

✓ **Objective**

Think about how the involvement in PID activities or using PID as a general approach may affect the way the participants do their work as e.g. researchers, scientists or extensionists.

👁 **Situation in which to use the module**

After the work in the village, towards the end of the workshop.

🔔 **Intended learning effects**

- Engaging in PID may have consequences for the way participants go about their daily work.
- Some understanding about what these consequences might be.

📅 **Procedure**

1. Divide participants into groups of scientists, extensionists etc.
2. Explain the group assignments.
3. Let the groups present their outputs in the plenary and discuss.

🕒 **Time**

60 min. for the group work

10 min. for each presentation

✂ **Material**

Assignment sheets (examples from Vietnam attached)

Assignments for group work on the effect of PID on the daily work of extensionists and researchers from Vietnam

Assignment 1:

Topic	What is the effect of PID on how you will do extension work in the future?
Objective	To identify how PID can improve your way of doing extension
Tasks	<ol style="list-style-type: none"> 1. Identify in which of your usual extension activities in the districts PID will be helpful. 2. Explain how you will apply PID in these. 3. Identify what has to be undertaken at the provincial level to support extension in the district in doing PID.
Time	60 minutes
Presentation	10 minutes

Assignment 2:

Topic	What is the effect of PID on how you will do research in the future?
Objective	To identify how you apply PID principles in your future research work
Tasks	<ol style="list-style-type: none"> 1. Identify research activities for which PID is not helpful. 2. Identify research activities for which PID is helpful. 3. Explain how you will use PID in these activities.
Time	60 minutes
Presentation	10 minutes

MODULE 11: Training and coaching – a concept for step-by-step learning by experience

✓ Objective

Expose participants to a concept on how PID practitioners can learn and improve their PID skills step-by-step by in-service meetings with peers and facilitation by an PID-experienced mentor.

👤 Situation in which to use the module

Towards the end of workshop III, best before groups start to figure out what PID means for their future work in their own situation.

💡 Intended learning effects

- Short trainings - even if they are as practical as this one - are insufficient for developing the required skills for doing PID well.
- Improving the PID skills can be enhanced by mentoring and interaction with other learners.
- Training and coaching is an approach which is based on interchanging phases of field assignments and exchange among learners in order to develop the required skills. The exchanges are organised and coached by mentors.
- Technical knowledge and the learning process can be discussed in a classroom-type environment. However, there will be very few lectures, but many debates on concepts and experiences, based on what the learners read beforehand in a manual designed for their own study at home.

📅 Procedure

1. Present the first transparency, and explain that this is the typical system of in-service training. Usually there are only 1 or 2 phases where the learners come back to discuss and evaluate their experiences. Such courses are useful for conveying knowledge. However, they are unsuitable for learning skills.
2. Put the second transparency on top of the first one. Explain that this is an alternative to the short courses which may be called “Training & Coaching”.
3. Here the learner would first attend an introductory training, where the learning concept of T&C and the use of the manual is explained. It will also be explained what things the learners are required to do in the next field assignment phase. Some of the things may be practiced in role plays etc. Furthermore the learners are told which chapters of technical information in the manual they should study.
4. The learners then go back to their work place, where they implement what has been discussed. During their work in the field, they will be regularly visited by mentors, who observe how they are doing things, and who will help them in case there are problems, or who will give tips on how to improve.
5. After the first field assignment phase is over, the learners meet again in the training centre to exchange and discuss their field experiences. The mentor facilitates this. During such meetings problems with understanding technical as well as methodological issues can be addressed. Tests may check the technical competence of the learners. Then the assignments of the next field phase are discussed and clarified.

6. There can be a range of field and centre phases depending on the context and the type of skill to be learnt. T&C can be used for learning new skills like PID in-service, but also for the whole professional training of extension workers or other professions which depend on good practical skills. In such cases the whole T&C process may continue over several years.
7. Add the third transparency and explain, that mentors are people who have a lot of field experience. They usually only observe and rarely interfere in what the learner is doing with villagers. The mentor will discuss his or her observations later on with the learner. A mentor can also invite learners who are attached to him or her to meet at the location of one of the learners, and together discuss some practical problems of working with villagers. This kind of exchange takes place in the field, and is coached and facilitated by the mentors. Mentors may be teachers themselves, or experienced staff, or even experienced villagers.
8. Explain that the practical development of this concept has three major challenges: The first challenge is to develop a suitable manual. Such a manual for self-learning in skills is very demanding to develop. The second challenge is, that at present there are very few people who are skilled and experienced mentors. So this capacity has to be slowly built up. The third challenge is, that such a system of training & coaching takes a lot of time to develop and establish.
9. Discuss and distribute handout.

**Time**

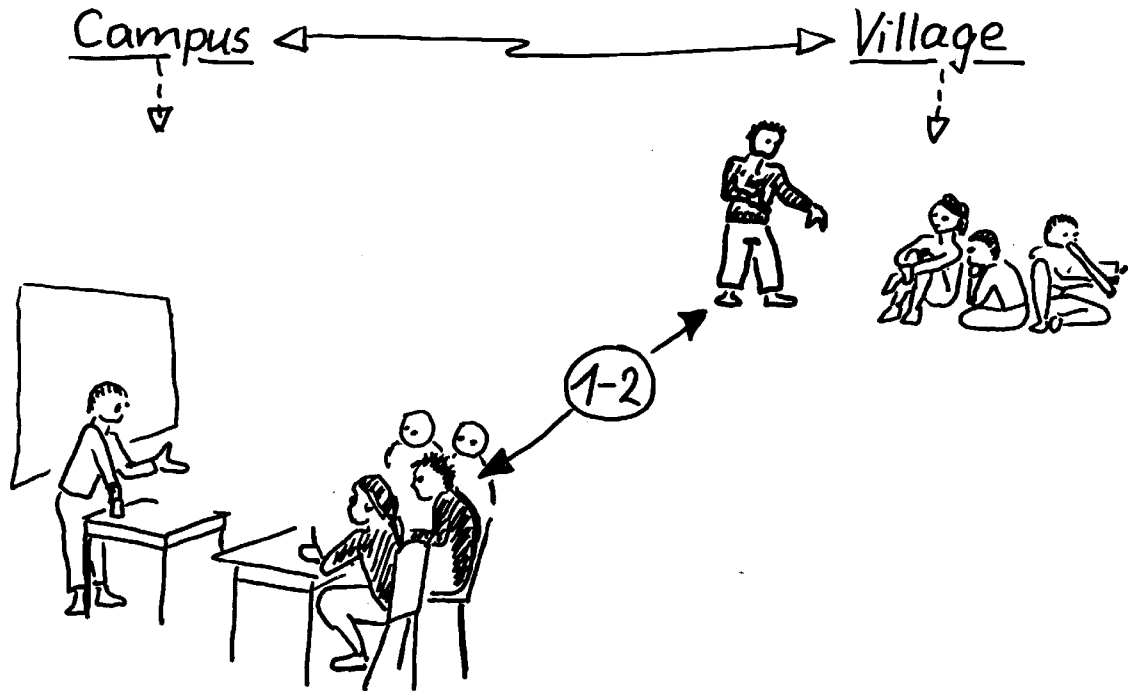
20 minutes presentation, 10-20 minutes discussion

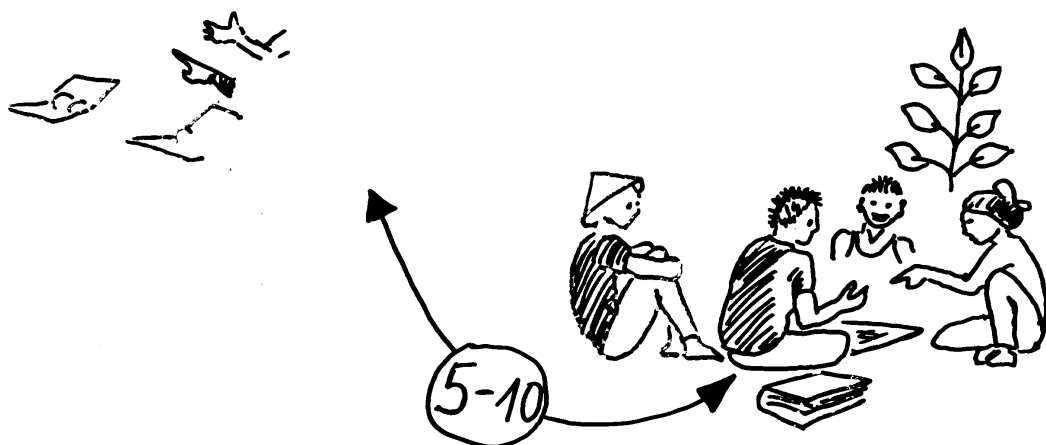
**Material**

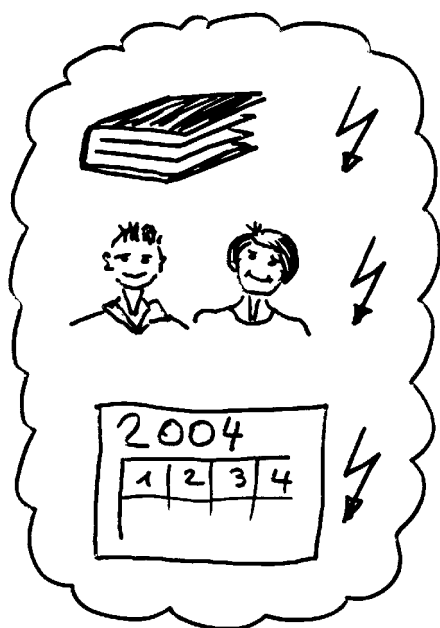
Set of transparencies (attached), handout

Training & Coaching.

A basic concept for step-by-step
Learning by Experience







Training & Coaching.

A basic concept for step-by-step Learning by Experience



MODULE 12: Preparing a debriefing for the concerned authorities

✓ **Objective**

Prepare a presentation to the concerned authorities and institutions about the whole effort, its results and decisions required by them to enable continuation of the initiated PID activities.

👁 **Situation in which to use the module**

Before the time set for the debriefing.

🔔 **Intended learning effects**

- There may be various persons and institutions who need to be informed about the PID effort, e.g. the responsible authorities or other institutions or people who will be involved in the PID activities in one way or the other, or who have to take decisions in order to allow smooth continuation of the initiated activities.
- This whole effort has only been the launching of a program. The program will have to continue. The responsibilities for continuing it must be made clear to the authorities and other people, so that they can take the required decisions and actions.

📅 **Procedure**

1. Present a proposition for the agenda of the debriefing, discuss and adjust it, and finally agree on it.
2. Designate the person, who will facilitate the whole meeting.
3. Group the participants. Each group is to prepare the presentation of one or more points of the agreed agenda.
4. Halfway through the available time, arrange for a short exchange on what and how each group is going to present. Discuss and encourage mutual feedback.
5. All groups finalise their presentation by taking into account the feedback they got.

🕒 **Time**

2-3 hours

✂ **Material**

Any visualising material participants may want to use, and which can be used at the place of the debriefing (an example of a debriefing agenda from Vietnam is attached)

Agenda of a debriefing from Vietnam

1. Introduction and objective of the debriefing, by Q.Anh
2. What is PID, by Mr. Hue
3. What did we do and what are our results (achievements), Ms. Lien
4. What is the vision for the future and the required follow up, by Mr. Quan
 - Regarding Vau and extension in Thai Nguyen, by Mr. Quan
 - Regarding starting up in a new province, by Mr. Giang
 - Regarding incorporation in training and education, by Mr. Quan
5. What decisions need to be taken by those attending the debriefing, by Q.Anh

Instructions for preparations: Screen all materials produced and propose an outline for each group before proceeding into detailed planning of presentations.

MODULE 13: Workshop evaluation

✓ **Objective**

Get a feedback from the participants about how they judge the quality of the workshop.

👁 **Situation in which to use the module**

At the very end of the workshop.

🔔 **Intended learning effects**

- Getting to know an evaluation method.
- A critical look back at the whole workshop.

📅 **Procedure**

1. Formulate a number of questions which you as a facilitator feel will help you to find out what could be improved for the future, in the form of a statement. You may also include things which might interest the persons/organisation who contracted you as a facilitator.
2. Make a chart as shown in the attachment.
3. Read out the statements.
4. Explain the task of rating the extent to which each statement is considered true.
5. Explain that there is also the possibility of wild cards, where one can write anything, which one would like to convey to the facilitators and organisers.
6. Ask participants to put a mark (•) for each statement or distribute dot stickers to participants to use as marks. While they are doing this the facilitator(s) should leave the room.
7. The outcome may be discussed with the participants to get further clarification in case the message is not clear to the facilitators. Facilitators need only be sure they understand the message. They must not try to explain or justify their actions in response to critical remarks.

🕒 **Time**

20 minutes

✂ **Material**

Flipchart or white board with questions and space for marks (see template), markers or dot stickers

To which extent are these statements true?	0 %	25 %	50 %	75 %	100 %
Statement 1					
Statement 2					
Statement 3					
Statement 4					
Statement					

Use of the module «workshop evaluation» in Vietnam

Statements used:

1. I have learnt a lot of useful things.
2. I can explain to others what PID is.
3. I know exactly how I can use PID in my work.
4. I know where PID is not helpful.
5. I would like to participate in further developing PID in Vietnam.
6. I sometimes felt bored or blue.
7. Presentations and explanations of the facilitators were understandable.
8. Facilitators should have explained in more detail how we should do PID.

