

Local Communities: First Line of Defence (FLoD) against Illegal Wildlife Trade

Training – Facilitation Guide



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About the FLoD Training Facilitation Guide

The FLoD implementation guide provides practical and detailed guidance, advice and signposts to those interested in how to engage local communities in anti-illegal Wildlife Trade (IWT) interventions or activities. In particular, the guide describes how to implement the step-by-step FLoD methodology for existing projects, aimed at strengthening the involvement of local communities in tackling IWT.

The FLoD Training Facilitation Guide is supplemental to the Implementation Guide and provides:

- The approach and methodology followed to develop the FLoD training programme;
- A framework that guides the parameters of the training;
- An outline that structures the training programme; and
- Facilitation guidance sheets.

1. Approach and methodology

When training adults it is important to recognise and understand how people learn and how that informs the development of the training programme, content, tools and techniques. Our approach and methodology is presented in Appendix A, and is required reading for this training programme.

2. Framework for training FLoD methodology

Table 1: Framework for training FLoD methodology

FLoD Training Programme	
Outline	Description
Duration of the programme <i>In days as well as contact sessions, if necessary.</i>	The training programme has been designed to take place over six consecutive days. However, it can be customised to fit the context of training needs.
Purpose <i>A description of the need/s that the training is addressing, including a change vision or mandate.</i>	The alarming rise in IWT in the period 2009-2019 received growing international attention and increased funding with which to address it. The global policy response has emphasised three broad strategies to counter the perceived poaching crisis, namely increase law enforcement, decrease demand and engage local communities. The FLoD approach to strengthening local community engagement in tackling high-value IWT based on developing theories of change is an innovative, iterative and adaptive process of action research and analysis aimed at providing in-depth understanding and information to better align interventions with community beliefs and increase their participation, thereby improving the success of anti-IWT initiatives. It draws from multi-stakeholder perspectives through a deep interrogation of the logic, assumptions and motivation of project designers, implementers and communities to bring out the voice of local communities living with and around wildlife in discussions about IWT.



FLoD Training Programme

Outline

Description

As an adaptive approach, the process is designed to take place in different settings, and can be used in reviewing and revising existing projects and developing new projects, in conjunction with other approaches focusing on community involvement in conservation efforts. It is designed to support policy makers, communities, donors, project designers and/or implementers and development practitioners, amongst others, with improving project design, interventions and outcomes to combat IWT.

This structured and iterative approach to articulate and test assumptions of communities and implementers on ways to combat IWT underpins the FLoD methodology.

Overall training outcome

A description of the overall outcome of the training programme. In response to the question: What should the trainee be able to do after the training programme?

Specific learning objectives

A description of the specific objectives linked to each of the lessons (training sessions) of the training programme. This aligns the content of the FLoD implementation guide with the actual lesson plans.

It is also the specific learning objectives that contribute to the overall training outcome.

This section provides an overview of the FLoD methodology and focuses on concepts such as approach, methodology, methods and tools. Although it appears that these terms are used interchangeably, there is a logical order to the terms. See the meaning of these terms in Section B of the Implementation Guide.

- Identify and interpret the link between local community engagement and dealing with IWT.
- Apply Theory of Change thinking / process in testing assumptions in IWT and community engagement.
- Apply the guiding principles of the FLoD approach to site level implementation.
- Interpret the FLoD baseline ToC and assumptions.
- Describe the outline, potential users and applications of the FLoD process for existing projects.
- Clarify the different roles in the FLoD process.
- Implement the FLoD step-by-step methodology for existing projects:
 - Undertake screening and scoping
 - Conduct inception workshop
 - Develop Implementer / Designer ToC
 - Develop Community ToC
 - Conduct feedback and validation workshop
 - Communicate lessons learned
 - Monitor progress and adapt activities
- Consider and evaluate FLoD step-by-step methodology for existing projects.

Apply the step-by-step FLoD methodology to existing (and new) projects aimed at strengthening the involvement of local communities in tackling IWT, at the locality of its implementation.

FLoD Training Programme

Outline

Understanding training needs

This will inform the context and content of the training programme.

- Analysing and understanding the training needs of attendees is an important first step in preparing for a contextually-specific training programme.
- This can be part of the Monitoring, Evaluation and Learning (MEL) process and can be set up before, during and after the training event.
 - Or it can take place during the introductory session, by asking attendees what their expectations are of the training they are about to embark upon.
 - This is a gauge in the training process to ensure that training is relevant and that trainees are actually learning in the process.

Target group/profile

A description of the target group, including roles, occupations, employment or societal levels. This must match the purpose.

Community leaders and conservation and development practitioners dealing with community conservation approaches and addressing IWT as one of their key functions, sourced from the following organisations or groups of practitioners:

- Conservation organisations in the eastern and southern Africa regions (protected area managers, social scientists, community liaison officers, field rangers)
- Conservation and social development practitioner networks in the region
- Communal land reform entities, including Communal Property Associations (CPAs), and Community Trusts
- Community-managed wildlife areas, including Community Conservancies, Wildlife Management Areas
- Community-based organisations and non-governmental organisations focusing on IWT
- Graduates of training and leadership institutes that specialise in community conservation
- Communities surrounding protected and conserved areas and Transfrontier Conservation Areas

Roles and responsibilities

These are the primary roles (with key responsibilities) of a training team.

Principal trainer

- Can be a FLoD subject specialist, but not necessarily.
- Facilitates overall training process as outlined in programme.

FLoD subject specialist/s

- Guides and facilitates FLoD content discussions as subject specialist.
- Can be principal trainer or co-trainer as well.
- Facilitates training sessions as outlined.
- Guides group work and practical work.
- Participates in MEL before, during and after event.

FLoD Training Programme

Outline

Training coordinator

- Deals with logistics and overall administration support.
- Functions as liaison with attendees.
- Participates in MEL (e.g. SurveyMonkey) before, during and after event.

Entry level requirement

This includes education, language and literacy requirements and any contextual requirements.

- At least high school graduation level
- English language competency
- Computer literacy
- Numeracy literacy
- Work experience in dealing with stakeholders or communities in community-based natural resource management context
- Working experience in dealing with wildlife conservation and/or illegal wildlife trade

Assessment

For institutionally-accredited short courses that result in a certificate of competence: at least two assessments must be conducted.

This is for purposes of the training programme becoming institutionally accredited at institutions. Context will depend on the training institution.

Programme delivery options

This describes how the training can be delivered.

On-site – near or at the locality of implementation

Off-site presentation at determined venue

Online options to be discussed

Programme outline – see Section 3

Facilitation guide sheets – see Section 4

Venue – Set-up and breakout venues

Stationery – comprehensive list to be developed for training sessions

Equipment – Data projector, laptops (requirement will be that all attendees bring laptops), flash drives, flip charts

Presentations – create one for general to be used as supplement to tools – additional tools developed

FLoD Training Programme

Outline

Description

Monitoring, Evaluation and Learning

Online survey used to test:

- Before training – perspectives
- During training – perspectives
- Post training – perspectives

The primary purpose of this evaluation process – in addition to gaining insight into the outcome of the piloting the FLoD training – is to enable reflection and assist in the identification of future change, i.e. improvement in this newly-developed training product.

3. Outline of FLoD training programme

This section focuses on the training process itself with three key areas presented:

- Preparation – All that needs to happen before the actual training takes place.
- Monitoring, Evaluation and Learning – Setting up the monitoring and evaluation process for before, during and after the training event.
- Training programme – This is the structure of the training programme (how it will take place) – scheduled and referenced according to the implementation guide and the facilitation guidance sheets.

3.1 Preparation

In preparing for training, the focus is on two key aspects, namely logistical and technical process preparation.

3.1.1 Logistical preparation – resources required

General project management and planning principles apply and a checklist should be generated for the logistical administrator of the training programme to oversee. Section C in the implementation guide provides details of the resources required in each of the steps. This detail is not repeated in the corresponding facilitation guidance sheets in Section 4.

The general resources required for the training consist of the following:

- Resources
- Laptops, power, data projector, screen, flipcharts, markers, other facilitation materials, stationery, flash drives
 - Venue of suitable size with breakout areas, availability of electricity and access to the internet
 - Logistical support for meals and refreshments, accommodation on the context of the lesson plans.
- These refer to what is required to facilitate the training session, dependent on the context of the lesson*

We have included a general checklist in Appendix B that can be used or amended depending on the context of the process. It is recommended that the list is developed as part of the preparation for the training.

3.1.2 Technical process preparation

In preparing for training, it is important that the team prepares together by focusing on the following:

- Discussing, understanding and clarifying everyone's roles and responsibilities during the training process and the training programme specifically (clarity on "who does what when?").
- Agreeing on rules of engagement (not necessarily formal) of how to support each other during the training, without coming across disruptively or unprofessionally.
- Understanding and agreement on the training content, approach and methodology.
- Anticipating challenges before, during and after the training, and envisaging responses to address challenges; and
- Systematically working through the training programme, ensuring all tools, teaching aids and other resources are in place and in working order.

The training team could consider a 'dry run' before the training, especially if they have not trained together before. This will allow for joint planning and discussion of how the process will unfold.

Allow for debriefing after every day's training, monitor how the process is unfolding and what can be done if challenges have been experienced, including sharing any matters that have been brought to attention by the participants in preparation for the next day.

3.2 Monitoring, Evaluation and Learning

This section focuses on the evaluation of the content, structure and tools used in the training session in order to determine what worked, what did not work and whether the overall goal of the training was achieved.

3.2.1 Purpose

Conducting an evaluation is considered good practice in managing any process or project. This short course development process is no different and critical evaluation is not just about demonstrating success, it is also about learning from lack of success. As such, identifying, learning and adapting from mistakes is one of the key parts of evaluation.

The primary purpose of this evaluation process – in addition to gaining insight into the outcome of the training programme – is to enable reflection and assist in the identification of future change towards continuously improving this newly-developed training product.

3.2.2 Objectives

The objectives of this evaluation are to:

- Understand whether this course has achieved its intended goal;
- Understand how this course achieved its intended purpose, or if not – why not;
- Understand how meaningful and sustainable this course was for the participants;
- Understand how relevant and practical the content, structure and learning aids were for the participants; and
- Assist the course developers and decision-makers in improving and building on the course.

3.2.3 Approach and methodology

Approach

Participatory evaluation practice guided this approach by recognising the process's accountability not only to the development and implementation teams, but also to the participants (i.e. students) themselves. This approach is about valuing and using the knowledge of practitioners (i.e. students) to provide meaningful goals and information, as opposed to solely relying on objective and external indicators of change.

Methodology

Evaluation methodology includes quantitative and qualitative methods representing different ways of collecting data or information used to inform the evaluation. Qualitative and quantitative methods can be appropriately used alone or in combination, as follows:

- Quantitative methods give numerical results and are most often used to assess the outcome(s) of a project or process;
- Qualitative methods use narrative or descriptive data rather than numbers, and are most often used in a formative evaluation to aid a project's planning stage and when assessing participants' needs.

The evaluation methodology used in this process is a combination of the two methods and includes an online survey, using an online survey tool and daily reflection sessions.

3.3 Outline of the training programme

This section outlines the FloD training programme over a six-day period delivered through face-to-face interaction. Table 2 presents the outline of the training programmes and focuses on:

- Days and time schedule (training agenda / programme);
- Specific learning objective for each session;
- Content and tools – referenced and linked to the implementation guide; and
- Facilitation methods – linked to the facilitation guide (FG) sheets presented in Section 4 of this guide.

3.4 FloD online learning series

The FloD partners developed and presented a FloD online learning series in 2020, based on the FloD Guide, and provided two significant training resources, i.e.:

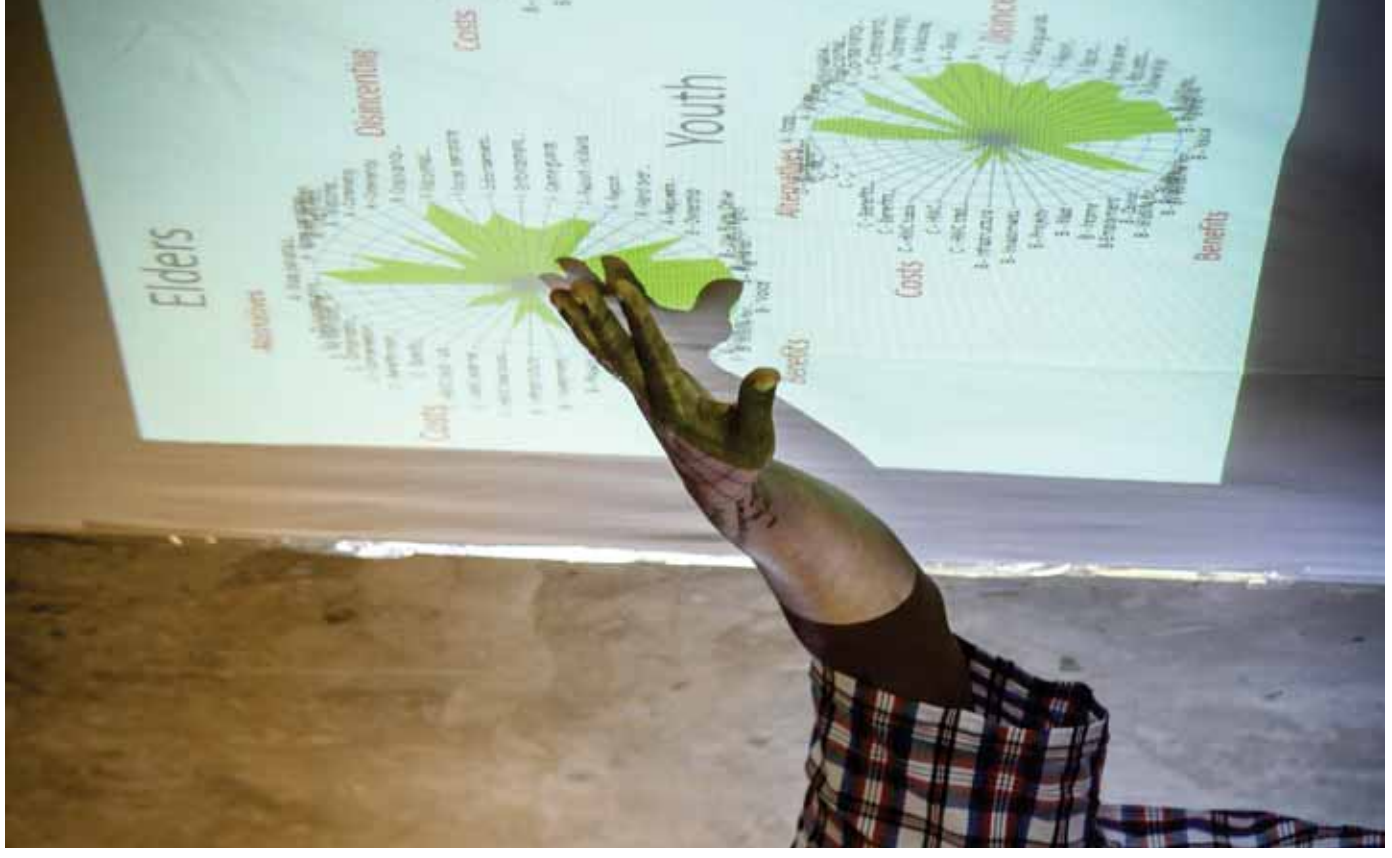
- Video recordings of each of the seven sessions where the FloD subject specialists discussed the methodology and presented comprehensive detail and insight on how to apply the methodology in practice; and
- Customised PowerPoint presentations providing an overview of the FloD methodology with each of the steps presented in practical details.

These resources have been integrated into the training programme with a particular focus on students utilising them as part of preparations for the respective training sessions, as indicated in the facilitation sheets.

The FloD online learning series, which is available from www.lucn.org/floD, aligns with the FloD Guide as indicated in the table below.

Series #	Content of online session	Link to FloD Training Programme
#1	Communities and IWT focusing on: <ul style="list-style-type: none">• Policy context for FloD• FloD from policy to practice	Section A: Introducing FloD
#2	Overview of FloD methodology <ul style="list-style-type: none">• Theory of Change• Introduction to the FloD methodology	Section B – Overview of FloD Methodology

Series #	Content of online session	Link to FLoD Training Programme
#3	<p>FLoD methodology: Screening and Scoping & Inception</p> <ul style="list-style-type: none"> • Step 1 – Screening and scoping • Step 2 – Inception workshop 	<p>Section C – Step-by-step implementation guidance:</p> <ul style="list-style-type: none"> ✓ Step 1 ✓ Step 2
#4	<p>FLoD methodology – Implementer / Designer ToC</p> <ul style="list-style-type: none"> • Step 3 – Developing the Implementer / Designer ToC 	<p>Section C – Step-by-step implementation guidance:</p> <ul style="list-style-type: none"> ✓ Step 3
#5	<p>FLoD methodology – Community ToC</p> <ul style="list-style-type: none"> • Step 4 – Developing the Community ToC 	<p>Section C – Step-by-step implementation guidance:</p> <ul style="list-style-type: none"> ✓ Step 4
#6	<p>FLoD methodology – Feedback and lessons communicated</p> <ul style="list-style-type: none"> • Step 5 – Feedback workshop • Step 6 – Communicating lesson learned • Step 7 – Monitor and adapt 	<p>Section C – Step-by-step implementation guidance:</p> <ul style="list-style-type: none"> ✓ Step 5 ✓ Step 6 ✓ Step 7
#7	<p>FLoD implementation guidance for:</p> <ul style="list-style-type: none"> • New projects • Other challenges 	<p>Section D – Implementation guidance for new projects</p> <p>Section E – Using the FLoD ToC for other challenges</p>



TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY ONE		
Session 1: Setting the scene		
1 hour 30 min	To set the scene and prepare attendees for participatory learning	<ul style="list-style-type: none"> Welcome and introductions Logistics Health and safety at venue Expectations of trainees Rules of engagement Purpose of the session (learning outcomes) Overview of the Guide Monitoring and evaluation
30 min COMFORT BREAK		
Session 2: Introduction and background to FLoD		
1 hour	To identify and interpret the link between local community involvement and dealing with IWT	<ul style="list-style-type: none"> Background to FLoD Key concepts: <ul style="list-style-type: none"> IWT Voice of community Context of trainees
Session 3: What is Theory of Change?		
1 hour	To apply Theory of Change thinking / process in testing assumptions in IWT and community involvement	<ul style="list-style-type: none"> What is Theory of Change? Understanding ToC How does ToC work? <ul style="list-style-type: none"> Focus on pathway linkages What are assumptions?
1 hour LUNCH		
Session 4: FLoD approach, methodology and principles		
1 hour	To understand the approach, methodology and guiding principles of FLoD to site level implementation	<ul style="list-style-type: none"> Understanding the terms FLoD approach and methodology Guiding principles
Session 5: FLoD baseline ToC and assumptions		
2 hours	To interpret the FLoD baseline ToC and assumptions	<ul style="list-style-type: none"> FLoD baseline ToC and assumptions as starting point How to interpret the FLoD baseline ToC Outline of the FLoD methodology
NOTE <i>It is highly likely that the above session will run into the next day.</i>		

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
About FLoD	FG – Session 1	Information document with logistics and health and safety information	See Section 3.1.1 of this document
Using the Guide	Setting the scene	<ul style="list-style-type: none"> Ice breaker Note cards at tables – expectations Implementation Guide Online survey (e.g. SurveyMonkey) Training programme printed out 	
Section A-1			
Section A-1	FG – Session 2	Tool: FLoD Long / Short presentation	See Section 3.1.1 of this document
	Introduction and background to FLoD	Online session #1 (see: www.iucn.org/flood)	
Section A-2			
Section A-2	FG – Session 3	Tool: PowerPoint slides on ToC	See Section 3.1.1 of this document
	What is Theory of Change?	Online session #2 (see: www.iucn.org/flood)	
Section B-2			
Section B-2	FG – Session 4	FLoD general presentation	See Section 3.1.1 of this document
	FLoD approach, methodology and principles	Online session #2 (see: www.iucn.org/flood)	
Sections B-2, 2.2 and 2.3			
Sections B-2, 2.2 and 2.3	FG – Session 5	Tool: PPT of the FLoD baseline ToC and assumptions	See Section 3.1.1 of this document
	FLoD baseline ToC and assumptions	Online session #2 (see: www.iucn.org/flood)	
		Hand out: FLoD Baseline ToC and FLoD Assumption (A3)	

TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY TWO		
30 min	Reflection session	
Session 5: FLoD baseline ToC and assumptions – continued		
2 hours 30 min	To interpret the FLoD baseline ToC and assumptions	<ul style="list-style-type: none"> FLoD baseline ToC and assumptions as starting point How to interpret the FLoD baseline ToC Outline of the FLoD methodology
30 min	COMFORT BREAK	
Session 6: FLoD users, application and roles in process		
1 hour	To describe the potential users and applications of the FLoD process for existing projects To clarify the different roles in the FLoD process	<ul style="list-style-type: none"> Potential users Potential applications Roles in the FLoD process
1 hour	LUNCH	
Session 7: Introduction to FLoD methodology for existing projects		
3 hours	Introduce the FLoD step-by-step methodology for existing projects	<ul style="list-style-type: none"> Present outline Flow diagram Objectives, outputs and tools Requirements for personnel, time and resources

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
Sections B-2, 2.2 and 2.3	FG – Session 5 FLoD baseline ToC and assumptions	Tool: PPT of the FLoD baseline ToC and assumptions Online session #2 (see: www.lucln.org/flood) Hand out: FLoD Baseline ToC and FLoD Assumption (A3)	See Section 3.1.1 of this document
Sections B-2, 2.4 and 2.5	FG – Session 6 FLoD users, application and roles in process	Tool: PPT of the FLoD users, application and roles in process Online session #2 (see: www.lucln.org/flood)	See Section 3.1.1 of this document
Section C	FG – Session 7 Introduction to FLoD methodology for existing projects	Tool: PPT of the FLoD step-by-step methodology Online session #2 (see: www.lucln.org/flood)	See Section 3.1.1 of this document

TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY THREE		
30 min	Reflection session	
Session 8: FLoD methodology: Step 1 – Screening and scoping		
2 hours	To undertake screening and scoping	<ul style="list-style-type: none"> Define locality for implementation Assess feasibility Conduct scoping visit
30 min	COMFORT BREAK	
Session 8: FLoD methodology: Step 1 – Screening and scoping (continued)		
2 hours	To undertake screening and scoping	<ul style="list-style-type: none"> Define locality for implementation Assess feasibility Conduct scoping visit
1 hour	LUNCH	
Session 9: FLoD methodology: Step 2 – Inception workshop		
3 hours	To conduct inception workshop	<ul style="list-style-type: none"> Conduct the inception workshop – FLoD baseline ToC Introduce locality for implementation and context Fieldwork Breakdown of focus groups Stakeholder analysis

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
Section C – Step 1			
Section C – Step 1	FG – Session 8 Step 1 – Screening and scoping	See FG – Session 8 Online session # 3 (see: www.lucn.org/flood)	See Section 3.1.1 of this document
Section C – Step 1			
Section C – Step 1	FG – Session 8 continues	See FG – Session 8 Online session # 3 (see: www.lucn.org/flood)	See Section 3.1.1 of this document
Section C – Step 2			
Section C – Step 2	FG – Session 9 Step 2 – Inception workshop	See FG – Session 9 Online session # 3 (see: www.lucn.org/flood)	See Section 3.1.1 of this document

TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY FOUR		
30 min	Reflection session	
Session 10: FLoD methodology: Step 3 – Develop Implementer / Designer ToC		
2 hours	To develop Implementer / Designer ToC	<ul style="list-style-type: none"> Using the Implementer / Designer ToC development tool Interview Implementer / Designer Construct the Implementer / Designer ToC Validate the Implementer / Designer ToC
1 hour	COMFORT BREAK	
Session 10: FLoD methodology: Step 3 – Develop Implementer / Designer ToC		
2 hours	To develop Implementer / Designer ToC	Continues as above
1 hour	LUNCH	
Session 11: FLoD methodology: Step 4 – Develop the Community ToC		
3 hours	To develop the Community ToC	<ul style="list-style-type: none"> Update the Community ToC development tool Test the implementer / designer assumptions within the community Facilitate whole-community meeting Construct the Community ToC Key informant interviews
NOTE <i>It is highly likely that the above session will run into the next day.</i>		

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
Section C – Step 3			
Section C – Step 3	FG – Session 10 Step 3 – Develop Implementer / Designer ToC	See FG – Session 10 Online session #4 (see: www.iucn.org/flood)	See Section 3.1.1 of this document
(continued)			
Section C – Step 3	FG – Session 10 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	See Section 3.1.1 of this document
Section C – Step 4			
Section C – Step 4	FG – Session 11 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	See Section 3.1.1 of this document

TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY FIVE		
30 min	Reflection session	
Session 11: FLoD methodology: Step 4 – Develop the Community ToC		
2 hours	To develop the Community ToC	Continues as above
1 hour COMFORT BREAK		
Session 11: FLoD methodology: Step 4 – Develop the Community ToC		
2 hours	To develop the Community ToC	Continues as above
1 hour LUNCH		
Session 12: FLoD methodology: Step 5 – Feedback workshop		
3 hours	To obtain feedback and validate the Community ToC	<ul style="list-style-type: none"> Conduct feedback workshop Validate Community ToC Consider key areas of difference and similarity between Implementer / Designer and Community ToCs

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
(continued)			
Section C – Step 4	FG – Session 11 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	See Section 3.1.1 of this document
(continued)			
Section C – Step 4	FG – Session 11 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	See Section 3.1.1 of this document
(continued)			
Section C – Step 5	FG – Session 12 Step 5 – Feedback workshop	See FG – Session 12 Online session #6 (see: www.iucn.org/flood)	See Section 3.1.1 of this document

TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY SIX		
30 min	Reflection session	
Session 13: FLoD methodology: Steps 6 & 7 – Communicate, monitor		
2 hours	To communicate lessons learned To monitor and adapt	<ul style="list-style-type: none"> Consolidate information Influence national policy Contribute to influencing international policy Adaptive management cycle
1 hour	COMFORT BREAK	
Session 14: FLoD methodology for designing new projects		
2 hours	To introduce FLoD for designing new projects	<ul style="list-style-type: none"> Design options Parallel design
1 hour	LUNCH	
Session 12: FLoD methodology: Step 5 – Feedback workshop		
3 hours	To use the MEL framework in reflecting and improving	<ul style="list-style-type: none"> Monitoring, evaluation and learning

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
and adapt			
Section C – Steps 6 & 7	FG – Session 13 Steps 6 & 7 – Communicate, monitor and adapt	See FG – Session 13 Tool: www.peopleatpoaching.org Online session #6 (see: www.iucn.org/flod)	See Section 3.1.1 of this document
(continued)			
Section D	FG – Session 14 FLoD methodology for designing new projects	See FG – Session 14 Online session #7 (see: www.iucn.org/flod)	See Section 3.1.1 of this document
FG – Session 15			
			See Section 3.1.1 of this document

4. Facilitation Guidance sheets

This section contains the facilitation guidance sheets linked to the respective sessions in the training programme. There are 13 sessions in the programme: the facilitation of each session is described in a facilitation guidance sheet.

We recognise that facilitation is not a prescribed process and we present these guidance sheets as advice based on experience to date. Trainers are welcome to introduce their own methods, tools and techniques.

The facilitation guidance sheet is referenced as “FG” in the programme schedule and numbered in the same sequence as in the training programme. Each sheet describes the following:

- The session number
- The total time allowed for the session
- The objective of the session
- The roles and responsibilities of the training team
- The required learning aids (e.g. the ice breaker) and tools (linked to the FLoD process), including online learning tools
- The facilitation method – key steps summarised, with a guide to timing of the activities

Section C in the Implementation Guide provides significant details of the step-by-step methodology, and include the *resources required* for existing projects. This detail is not repeated in the corresponding facilitation guidance sheets 8 to 13. It is assumed that the trainers / facilitators will work directly from the implementation guide and only use the facilitation guidance sheet to reflect on the facilitation method and activities suggested. For more information on resources required, refer to Section 3.1 in this document.

All the *methods* and *activities* mentioned in the facilitation sheets are merely suggestions and can be changed to suit personal preferences of the facilitators / subject specialists. Further experience in training FLoD in future will refine facilitation methods and activities. As this process is developing, we are also looking at other training facilitation options.

The *timelines* provided in the facilitation sheets are merely indications and may require more time in reality. The trainees’ profiles need to be understood and these may also be a factor in the timelines: for example, less experienced attendees may require more time. The timelines presented in the outline of the training programme in Table 2 are aligned to the timelines in the facilitation sheets. The required length of time needed to train complex aspects should be guided by the subject specialists.

The content and process of FLoD require that the teaching / learning experience should be as close as possible to the actual context of the process in practice.

A FLoD general training PowerPoint presentation could be developed to structure each training session into the key elements under discussion – however, ‘death by PowerPoint’ should be avoided as much as possible. FLoD is an interactive process and the training process should be the same. Trainees should engage with each other, with the Implementation Guide and the tools to be available on the flash drive.

4.1 Facilitation Guidance Sheet 1: Setting the scene

FACILITATION GUIDANCE SHEET		SESSION	1
SETTING SCENE		1 ½ hour	
Objective of session			
To set the scene and prepare attendees for participatory learning			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall		Support where needed – especially on purpose of training	
Learning aids and tools			
<ul style="list-style-type: none"> • Training information document: house rules and health and safety requirements • Training programme on wall • Suitable ice breaker for introductions • FLoD implementation guide 			
Method and activities		Time	
<i>Opening and welcome</i>		<i>Principal trainer</i>	
<ul style="list-style-type: none"> • Introduce self and training team • Logistics and health and safety compliance 		5 mins	
<i>Group introduction</i>		<i>Principal trainer</i>	
<ul style="list-style-type: none"> • Introduce and facilitate ice breaker • Each member to have a name tag at end of session 		30 mins	
<i>Rules of Engagement</i>		<i>Principal trainer</i>	
<ul style="list-style-type: none"> • Open group: facilitate rules of engagement session and write up on flip chart, paste on wall 		10 mins	
<i>Trainee expectations</i>		<i>Principal trainer</i>	
<p><i>Technique: “The walk-around interview”</i></p> <ul style="list-style-type: none"> • Divide into pairs, and ask to walk around, discussing the question: “What would you like to learn from this training session?” • Ask to discuss and write up on note paper to be pasted on flipchart/wall • Feedback: 1 per group and move through the groups until all expectations are written up – acknowledge duplications but avoid too much time spent on this activity 		25 mins overall, allow 10 mins for discussion and then feedback	

4.2 Facilitation Guidance Sheet 2: Introduction and background to FLoD

FACILITATION GUIDANCE SHEET		SESSION	2
INTRODUCTION AND BACKGROUND TO FLOD		1 hour	
Time allowance for session			
Objective of session			
To identify and interpret the link between local community involvement and dealing with IWT			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall		Introduce the topic and present	
Learning aids and tools			
<ul style="list-style-type: none"> FLoD Presentation Long or Short – only introduce background and history Implementation Guide: Section A-1 FLoD online series # 1 and support PowerPoint presentation 			
Method and activities			
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> FLoD online learning series #1 available from www.iucn.org/flood 			
<i>Introduce learning outcome / objective of session</i>		<i>Principal trainer</i>	
<ul style="list-style-type: none"> Introduce subject specialist to lead the session – via PowerPoint 		5 mins	
<i>Introduction and background of FLoD – open group</i>			
<ul style="list-style-type: none"> Using FLoD Presentation Long or Short, introduce FLoD and provide background Allow questions and open discussion on trainee experience with IWT and Voice of Community Open questions – What are their individual challenges and experiences in dealing with IWT and communities? Conclude discussion 			
<i>Introduction and background of FLoD – open group</i>		<i>Subject specialist</i>	
<ul style="list-style-type: none"> Using FLoD Presentation Long or Short, introduce FLoD and provide background Allow questions and open discussion on trainee experience with IWT and Voice of Community Open questions – What are their individual challenges and experiences in dealing with IWT and communities? Conclude discussion 		30 mins	
<ul style="list-style-type: none"> Using FLoD Presentation Long or Short, introduce FLoD and provide background Allow questions and open discussion on trainee experience with IWT and Voice of Community Open questions – What are their individual challenges and experiences in dealing with IWT and communities? Conclude discussion 		20 mins	

Method and activities (cont.)	Time
<ul style="list-style-type: none"> Paste on flipchart or wall and keep in sight throughout reflection sessions Consolidate by looking at themes overall – this can be the 'before evaluation' in MEL as well This could be revisited on last day <p><i>Technique: Online survey – prior to training session as part of MEL</i></p> <ul style="list-style-type: none"> An online survey (e.g. SurveyMonkey) can be developed, asking about expectations and actual issues prior to the training commencing Results could be shared via a PowerPoint and discussed More expectations can be added, if not completed <p><i>Technique: Online survey – during training session as part of MEL</i></p> <ul style="list-style-type: none"> An online survey can be developed, asking about expectations and actual issues as the training commences Make sure that the online survey has been sent to all trainees prior to the session starting Results could be shared via a PowerPoint and discussed during the close out session 	5 mins
<p><i>Purpose of the Training</i></p> <ul style="list-style-type: none"> Ensure that all trainees have the FLoD Implementation Guide – the mode of training will determine if hard or soft copy Introduce overall training outcome to group Subject specialist can add a bit, if needed Allow questions but avoid lingering too much on this – Session 2 will allow for in-depth discussion 	5 mins
<p><i>Principal trainer</i></p>	10 mins
<p><i>Introduce the FLoD Implementation Guide</i></p> <ul style="list-style-type: none"> In open group, with Guide in hand, ask trainees to page through the document with you In hard copy, request that trainees write their names on the document and please keep safe – mention environmental footprint (avoid constant printing on paper) Emphasise that each section of the Guide is part of a lesson / session in the course, that the Guide will be the foundation of the course and that it will be referenced and used throughout the training Explain the use of the flash drive with all the tools 	10 mins
<p><i>Principal trainer</i></p>	5 mins
<p><i>Monitoring and evaluation</i></p> <ul style="list-style-type: none"> Explain the online survey and the daily reflection sessions 	5 mins
<p><i>Principal trainer</i></p>	5 mins

4.3 Facilitation Guidance Sheet 3: What is Theory of Change?

FACILITATION GUIDANCE SHEET		SESSION	3
WHAT IS THEORY OF CHANGE?			
Time allowance for session		1-2 hours	
Objective of session			
To apply Theory of Change thinking / process in testing assumptions in IWT and community involvement			
Roles and responsibilities			
Principal trainer	Subject specialist		
Facilitate ToC session	Lead the ToC discussion in context of IWT		
Learning aids and tools			
<ul style="list-style-type: none"> FLoD general presentation Implementation Guide: Section A-2 FLoD online learning series # 2 and support PowerPoint presentation 			
Method and activities		Time	
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> FLoD online learning series #2 available from www.iucn.org/flood 			
<i>Introduce learning outcome / objective of session</i>		Principal trainer	
<ul style="list-style-type: none"> Introduce subject specialist to lead the session – via PowerPoint (FLoD general presentation) Link session to Section A-2 in Guide 		5 mins	
<i>Introduction to Theory of Change (ToC) – open group</i>		Subject specialist	
<ul style="list-style-type: none"> Using FLoD presentation (general), introduce ToC focusing on: <ul style="list-style-type: none"> What is Theory of Change? How does ToC work? Focus on pathway linkages What are assumptions? And why are they important? Allow questions and open discussion on trainee experience with ToC Open questions – What are their challenges in dealing with assumptions in IWT context? Conclude discussion and link to Session 4 		20 mins	
		30 mins	

Methods and activities (cont)		Time
<i>Small group discussion (4-5 people into group)</i> <ul style="list-style-type: none"> If discussion is slow, consider discussions in smaller groups and ask to discuss assumptions and how they impact change – use example of IWT Allow for feedback and open group discussion Conclude discussion and link to Session 4 		30-90 mins
Note: Assumptions are very complex and there will be a need for clear guidance and explanation. Assumptions are often very difficult for people – they get mixed up in how they are meant to flow, do you want them to be true or false, etc. As this is one of the most fundamental building blocks of the methodology, we might need an entire session on it.		5 mins

4.4 Facilitation Guidance Sheet 4: FLoD approach, methodology and principles

FACILITATION GUIDANCE SHEET		SESSION	4
FLOD APPROACH, METHODOLOGY AND PRINCIPLES			
Time allowance for session		1 hour	
Objective of session			
To understand the FLoD approach, methodology and guiding principles of the FLoD approach to site level implementation			
Roles and responsibilities			
Principal trainer	Subject specialist		
Facilitate session	Lead the ToC discussion in context of IWT		
Learning aids and tools			
<ul style="list-style-type: none"> FLoD general presentation Implementation Guide – for trainees to follow: Sections B-1, 2 and 2.1 FLoD online learning series # 2 and support PowerPoint presentation 			
Method and activities			Time
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> FLoD online learning series #2 available from www.iucn.org/flood 			
<i>Introduce learning outcome / objective of session</i>			5 mins
<ul style="list-style-type: none"> Introduce subject specialist to lead the session – via PowerPoint (FLoD general presentation) Link session to Section B-1, 2 and 2.1 in Guide 			
<i>FLoD approach, methodology and principles – open group</i>			45 mins
<ul style="list-style-type: none"> Using FLoD presentation (general) and focus on each component: <ul style="list-style-type: none"> The terms used (see textbox in Section B – introduction; work from Guide) <ul style="list-style-type: none"> Allow for discussion and questions for clarity FLoD approach and methodology (introduction) in Sections B-1 & 2 <ul style="list-style-type: none"> Allow for discussion and questions for clarity – work from guide FLoD guiding principles in Section B-2.1 <ul style="list-style-type: none"> Allow for discussion and questions for clarity – work from guide Conclude discussion and link to session 5 			

4.5 Facilitation Guidance Sheet 5: FLoD baseline ToC and assumptions

FACILITATION GUIDANCE SHEET		SESSION	5
FLOD BASELINE TOC AND ASSUMPTIONS			
Time allowance for session		4 hours	
Objective of session			
To interpret the FLoD baseline ToC and assumptions			
Roles and responsibilities			
Principal trainer	Subject specialist		
Facilitate session	Lead the discussion in context of IWT and communities		
Learning aids and tools			
<ul style="list-style-type: none"> PowerPoint of the FLoD baseline ToC and assumptions Hand out: FLoD Baseline ToC and FLoD Assumptions (A-3) Implementation guide – Sections B-2, 2.2 and 2.3 FLoD online learning series # 2 and support PowerPoint presentation 			
Method and activities			Time
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> FLoD online learning series #2 available from www.iucn.org/flood 			
<i>Note: this is a content-heavy section of the material and it is 4 hours long spread over 2 days (2 hours per day)</i>			
<ul style="list-style-type: none"> Allow for regular 5-minute breaks and be sensitive to fatigue 			
<i>Introduce learning outcome / objective of session</i>			5 mins
<ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Sections B-2, 2.2 and 2.3 guide 			
<i>Set up as open group</i>			10 mins
<ul style="list-style-type: none"> The subject specialist will use the PowerPoint presentation, with reference to the Implementation Guide for the whole session 			

4.6 Facilitation Guidance Sheet 6: Users, applications and roles

FACILITATION GUIDANCE SHEET		SESSION 6
FLOD – USERS, APPLICATIONS AND ROLES		
Time allowance for session		1 hour
Objective of session		
To describe the potential users and applications of the FLoD process for existing projects		
To clarify the different roles in the FLoD process		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall		Supports the session
Learning aids and tools		
<ul style="list-style-type: none"> Implementation Guide – Sections B-2, 2.4 and 2.5 FLoD online learning series # 2 and support PowerPoint presentation 		
Method and activities		Time
<i>Before the session – Preparation reading / viewing by students</i>		
<ul style="list-style-type: none"> FLoD online learning series #2 available from www.lucn.org/flod 		
<i>Introduce learning outcome / objective of session</i>		15 mins
<ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Sections B-2, 2.4 and 2.5 of the Guide 		
<i>Open group and small group discussion</i>		30 mins
<ul style="list-style-type: none"> Read through the Sections 2.4 and 2.5 with the group and explain Divide into smaller groups of 5 people each Ask them to discuss the users and application in their own context – whether it is practically possible or not? Allow time for discussion in smaller group Feedback into open group 		
<p>With the same small groups discuss the different roles in the FLoD process and ask: Why is independence in the FLoD process important – or is it?</p> <ul style="list-style-type: none"> Conclude the session and link to Session 7 		

Method and activities (cont.)	Time
<i>FLoD baseline ToC and assumptions in 4 sessions over the 2 days</i> <i>Subject specialist</i>	1 hour
PowerPoint presentation and handouts	1 hour
Session 1: FLoD baseline ToC and assumptions as starting point	1 hour
Session 2: How to interpret the FLoD baseline ToC	1 hour
Session 3: The baseline ToC assumptions	1 hour
Session 4: The outline of the FLoD methodology	
<ul style="list-style-type: none"> You may also need to allow some self-study / reading time for trainees to engage with the content of the FLoD baseline ToC After presentation, pause and ask for questions – if silence, ask supportive and prompting questions; create a safe space for discussing possible initial lack of understanding Use the Implementation Guide for referencing and read through the text with the group and explain as you go through the content If this is the first time that people have heard about FLoD, be patient Conclude with open invitation for more questions and discussion 	

4.7 Facilitation Guidance Sheet 7: FLoD methodology for existing projects

FACILITATION GUIDANCE SHEET		SESSION
OVERVIEW FLOD METHODOLOGY FOR EXISTING PROJECTS		7
Time allowance for session		3 hours
Objective of session		
To introduce the FLoD step-by-step methodology for existing projects		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall	Lead the discussion on the methodology for existing projects	
Learning aids and tools		
<ul style="list-style-type: none"> • PowerPoint of the FLoD methodology in existing projects, to include diagram and outline • Implementation Guide – Section C and Tables 4 and 5 • FLoD online learning series # 2 and support PowerPoint presentation 		
Method and activities		Time
<i>Before the session – Preparation reading / viewing by students</i>		
<ul style="list-style-type: none"> • FLoD online learning series #2 available from www.iucn.org/flod 		
<i>Introduce learning outcome / objective of session</i>		Principal trainer
<ul style="list-style-type: none"> • Introduce subject specialist to lead the session • Link session to Section C and Table 4 and 5 of the guide 		15 mins
<i>Overview of FLoD methodology for existing projects – open group</i>		Subject specialist
<ul style="list-style-type: none"> • Using FLoD presentation (general) and focus on each component: <ul style="list-style-type: none"> • Present outline • Flow diagram • Objectives, outputs and tools • Requirements for personnel, time and resources • Open for general discussion and comments by group 		1 hour
<i>Self-study: Groups or individually (free choice)</i>		
<ul style="list-style-type: none"> • Request the group to self-study Steps 1 and 2 in preparation for the following day's sessions 8 and 9, focusing on: <ul style="list-style-type: none"> • Screening and scoping • Inception meeting 		30 mins
<i>Remain available for interaction and discussion with trainees during self-study time</i>		1 1/2 hour

4.8 Facilitation Guidance Sheet 8: Screening and scoping

FACILITATION GUIDANCE SHEET		SESSION
STEP 1: SCREENING AND SCOPING		8
Time allowance for session		4 hours
Objective of session		
To undertake screening and scoping		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall	Leads the training on the methodology for existing projects	
Learning aids and tools		
<ul style="list-style-type: none"> • FLoD general presentation • FLoD introductory presentation (Long or short) • FLoD workshop agenda • FLoD sampling approaches • FLoD feasibility assessment criteria • FLoD workshop agenda – scoping meeting • FLoD ice breaker for community scoping meeting • Implementation Guide: Section C-1.1, 1.2, 1.3 • FLoD online learning series # 3 and support PowerPoint presentation 		
Method and activities		Time
<i>Before the session – Preparation reading / viewing by students</i>		
<ul style="list-style-type: none"> • FLoD online learning series #3 available from www.iucn.org/flod 		
<i>Introduce learning outcome / objective of session</i>		Principal trainer
<ul style="list-style-type: none"> • Introduce subject specialist to lead the session • Link session to Section C-1.1, 1.2, 1.3 		15 mins
<i>Define locality for implementation – open group</i>		Subject specialist
<ul style="list-style-type: none"> • Work directly from the Implementation Guide (with FLoD general training presentation as prompt) and solicit discussion around the rationale for definition of locality of implementation • Ask trainees to identify a potential locality for implementation (in their context) • Ask why and how this is done within their context • Introduce sampling approaches as an option to assist in defining the locality 		1 hour

4.9 Facilitation Guidance Sheet 9: Inception workshop

FACILITATION GUIDANCE SHEET		SESSION
STEP 2: INCEPTION WORKSHOP		9
Time allowance for session		3 hours
Objective of session		
To introduce and undertake the inception workshop		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall		Leads the training on the methodology for existing projects
Learning aids and tools		
<ul style="list-style-type: none"> FLoD Introductory Presentation (Long or Short) FLoD Workshop Agenda – Inception FLoD Baseline ToC FLoD Stakeholder Analysis Template Implementation Guide: Section C-2.1 FLoD online learning series # 3 and support PowerPoint presentation 		
Method and activities		Time
<i>Before the session – Preparation reading / viewing by students</i>		
<ul style="list-style-type: none"> FLoD online learning series #3 available from www.iucn.org/flod 		
<i>Introduce learning outcome / objective of session</i>		Principal trainer
<ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Section C-2.1 		5 mins
<i>Conduct the Inception meeting – open group</i>		Subject specialist
<ul style="list-style-type: none"> Work directly from the Implementation Guide (with FLoD general training presentation as prompt) and solicit discussion how to conduct the inception meeting See Section C-2.1 Concentrated on the focus group breakdown Focus on the stakeholder analysis – use tool 		1 hour

Method and activities (cont.)	Time
<i>Assess feasibility – small groups with feedback</i>	1 hour
<ul style="list-style-type: none"> Introduce the rationale of assessing feasibility Divide the group into small groups (4–5 persons) Using the feasibility assessment criteria tool and assign two criteria each to every group and ask to discuss and present to open group Allow feedback and focused discussion Conclude discussion 	10 mins 20 mins 20 mins 10 mins
<i>Conduct scoping visit – role playing simulation</i>	1 1/2 hour
<ul style="list-style-type: none"> Introduce the rationale of the scoping visit Assign roles to the trainees (use focus group breakdown in Sections C-1–3) Explain scenario – use context of case study: a local community living close to a reserve, where illegal wildlife trade activities are happening Subject specialist undertakes role of FLoD lead facilitator to facilitate the scoping meeting – with focus on the gathering of information from community and other key stakeholders by using the scoping meeting initial assessment tool – see Table 9 in Section C-1.3 Use other members of the training team to fulfil FLoD team roles in the simulation Also use session for ‘light’ weighting of pathways Debrief the group 	15 mins 50 mins 25 mins
<i>Conclude the session and link to Session 9</i>	

4.10 Facilitation Guidance Sheet 10: Develop the Implementer / Designer ToC

FACILITATION GUIDANCE SHEET		SESSION	10
STEP 3: DEVELOP THE IMPLEMENTER / DESIGNER TOC			
Time allowance for session		4-6 hours	
Objective of session			
To develop the Implementer / Designer ToC			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall	Leads the training on the methodology for existing projects		
	Subject specialist – use of the development tool		
Learning aids and tools			
<ul style="list-style-type: none"> FLOD Introductory Presentation (Long or Short) FLOD interviewee consent form FLOD baseline ToC and assumptions FLOD Implementer / Designer ToC development tool FLOD Implementer / Designer ToC development tool – instruction sheet Implementation Guide: Sections C-3.1, 3.2, 3.3, 3.4 FLOD online learning series # 4 and support PowerPoint presentation 			
Method and activities			
<p><i>Before the session – Preparation reading / viewing by students</i></p> <ul style="list-style-type: none"> FLOD online learning series # 4 available from www.iucn.org/flood <p>This is the first technical process, where the actual development tools are being used. Spend sufficient time on this exercise as it will be the foundation for the next step as well.</p> <p>Allow for comfort breaks.</p> <p><i>Note: The Implementer / Designer ToC from this session will be linked to Session 11 where the Community ToC will be developed.</i></p>			
Introduce learning outcome / objective of session		<i>Principal trainer</i>	
<ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Sections C-3.1, 3.2, 3.3, 3.4 		5 mins	

Method and activities (cont.)	Time
<p>Role play: Inception workshop (the FLOD team)</p> <p><i>Subject specialist</i></p> <ul style="list-style-type: none"> Divide into 3 groups (5-7 people each) One half of each group takes on the role of the FLOD Team and prepares an agenda for an inception workshop (use agenda in learning aids) focusing on: <ul style="list-style-type: none"> Introduce locality for implementation and context Fieldwork Breakdown of focus groups Stakeholder analysis The other half will be the implementer / designer and community, they should read Section C-2.1 in preparation for the workshop Using the developed agenda, role-play the inception meeting, focusing on the four aspects mentioned above. 	<p>1 1/2 hour</p> <p>Prepare 45 mins</p>
<p>Conclude session – debrief on inception meeting</p> <p><i>Subject specialist</i></p> <p>Open discussion on their experience and the challenges and lessons learned</p>	<p>Role play 45 mins</p> <p>25 mins</p>

4.11 Facilitation Guidance Sheet 11: Develop the Community ToC

FACILITATION GUIDANCE SHEET		SESSION
STEP 4: DEVELOP THE COMMUNITY TOC		11
Time allowance for session		4-6 hours
Objective of session		
To develop the Community ToC		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall	Leads the training on the methodology for existing projects	
	Subject specialist – use of the development tool	
Learning aids and tools		
<ul style="list-style-type: none"> FLoD Introductory Presentation (Long or Short) FLoD focus group consent form FLoD baseline ToC and assumptions FLoD Implementer / Designer ToC FLoD Community ToC development tool Implementation Guide: Sections C-4.1; 4.2; 4.3; 4.4 FLoD online learning series # 5 and support PowerPoint presentation 		
Method and activities		
<p><i>Before the session – Preparation reading / viewing by students</i></p> <ul style="list-style-type: none"> FLoD online learning series #5 available from www.iucn.org/flood <p>This again is a technical session, however time could be spent on simulating the community process, i.e. the focus groups and the whole-community meeting</p>		
<p><i>Update the Community ToC development tool</i></p> <ul style="list-style-type: none"> Use Section C-4.1 to guide this process – step by step Trainees will work in pairs / small groups, each group on its own laptop, to gain familiarity with the development tool and use the Implementer / Designer ToC developed in Session 10 to guide this process 		Subject specialist
		2 hours

Method and activities (cont.)	Time
<p><i>Using the Implementer / Designer ToC development tool – Individual Subject specialist</i></p> <ul style="list-style-type: none"> Use Section C-3.1 to guide this process – step by step Trainees will work individually, each on their own laptop, to gain familiarity with the development tool 	1 ½ hours
<p><i>Interview Implementer / Designer and construct ToC – Pairs Subject specialist</i></p> <ul style="list-style-type: none"> Use Sections C-3.2 and 3.3 to guide this process – step by step Trainees will work in pairs to conduct 'interview' and construct ToC – one being the implementer / designer, with the other being the FLoD team member Focus on one pathway: Take the group through one full pathway to design the ToC and revise the assumptions. Use the FLoD online series process as an example in class – FLoD online learning series #4 	2 hours
<p><i>Validation of Implementer / Designer ToC – Open group Subject specialist</i></p> <ul style="list-style-type: none"> Use Section C-3.4 to guide this process – step by step Facilitate discussion and also use session as debrief 	30 mins

4.12 Facilitation Guidance Sheet 12: Feedback workshop

FACILITATION GUIDANCE SHEET		SESSION
STEP 5: FEEDBACK WORKSHOP		12
Time allowance for session		3 hours
Objective of session		
To obtain feedback and validate the Community ToC		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall		Leads the training on the methodology for existing projects
Learning aids and tools		
<ul style="list-style-type: none"> FLoD introductory presentation (Long or Short) FLoD participant consent form FLoD baseline ToC and assumptions FLoD Implementer / Designer ToC FLoD Community ToC development tool Implementation Guide: Section C-5.1 FLoD online learning series # 6 and support PowerPoint presentation 		
Method and activities		Time
<i>Before the session – Preparation reading / viewing by students</i>		
<ul style="list-style-type: none"> FLoD online learning series #6 available from www.iucn.org/flod 		
Introduce learning outcome / objective of session		Principal trainer
<ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Section C 5.1 		5 mins
<i>Conduct the feedback meeting – open group</i>		
<ul style="list-style-type: none"> Work directly from the Implementation Guide (with FLoD general training presentation as prompt) and solicit discussion how to conduct the inception meeting (process) See Section C 5.1 Focus on the follow-up actions 		1 hour

Method and activities (cont.)	Time
<p><i>Test the implementer / designer assumptions within the community and facilitate whole-community meeting – Role play</i></p> <p>Subject specialist</p> <ul style="list-style-type: none"> Details to be discussed on how to do this – focus group and weighting exercise is key to this section Use Sections C-4.2 and 4.3 to guide this process – step by step 	4 hours
<p><i>Construct to Community ToC – Role play – linked to previous section</i></p> <ul style="list-style-type: none"> Focus on one pathway and take group through one full pathway to design the ToC and revise the assumptions. Use the FLoD online series process as an example in class – FLoD online learning series #5. Role-play two focus groups to go through the process in full, based on students' view of the online series as an example of how focus groups work 	1 hour

4.13 Facilitation Guidance Sheet 13: Communicate, monitor and adapt

Method and activities (cont.)	Time
<p><i>Role play: Feedback meeting (the FLoD team)</i></p> <p>Divide into 3 groups (5-7 people in each)</p> <p>Task: The group assumes the role of the FLoD team and must prepare for the validation and feedback portions of the meeting by focusing on:</p> <ul style="list-style-type: none"> • Preparing PPT comparing star diagrams, • Identifying points of convergence and divergence (first amongst community focus groups) and then between community and implementer / designer <p>Use the detail in Section C 5.1 to prepare for the meeting</p> <p>Divide student group into two groups with one group focusing on the community validation process and the other focusing on the implementer / designer feedback to identify similarities and differences, if time allows.</p>	<p>1 ½ hour</p> <p>1 hour</p> <p>30 mins</p>
<p><i>Conclude session – debrief on feedback meeting</i></p>	<p>25 mins</p>

FACILITATION GUIDANCE SHEET		SESSION	13
STEP 6: COMMUNICATE LESSONS LEARNED STEP 7: MONITOR AND ADAPT			
Time allowance for session		2 hours	
Objective of session			
To communicate lessons learned and learn how to monitor and adapt			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall	Leads the training on the methodology for existing projects		
Learning aids and tools			
Implementation guide: Section C Steps 6 & 7			
Website: www.peoplenotpoaching.org			
FLoD online learning series # 6 and support PowerPoint presentation			
Method and activities		Time	
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> • FLoD online learning series #6 available from www.iucn.org/flod <p>If more time is needed in sessions 3 and 4, this session can potentially be 1 hour only. This session can also be for self-study if time becomes an issue in the process</p>			
<i>Introduce learning outcome / objective of session</i>		<i>Principal trainer</i>	
<ul style="list-style-type: none"> • Introduce subject specialist to lead the session • Link session to Section C steps 6 & 7 			
<i>Communicate lessons learned</i>		<i>Subject specialist</i>	
<ul style="list-style-type: none"> • Facilitate discussion in open group and then divide into pairs / small groups to discuss how will they communicate lessons learned from their experiences 			
<i>Monitor and adapt</i>		<i>Subject specialist</i>	
<ul style="list-style-type: none"> • Facilitate discussion in open group using the adaptive management cycle to reflect on monitoring, learning and iteration • Discuss how the lessons learned can be captured on the www.peoplenotpoaching.org platform and show how the platform works 			
<i>Conclude session</i>			

4.14 Facilitation Guidance Sheet 14: FLoD methodology in designing new projects

FACILITATION GUIDANCE SHEET		SESSION	14
FLOD METHODOLOGY IN DESIGNING NEW PROJECTS			
Time allowance for session		2 hours	
Objective of session			
To introduce FLoD methodology for designing new projects			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall	Leads the training on the methodology for existing projects		
Learning aids and tools			
<ul style="list-style-type: none"> Implementation Guide: Section D FLoD online learning series # 7 and support PowerPoint presentation 			
Method and activities		Time	
<p><i>Before the session – Preparation reading / viewing by students</i></p> <ul style="list-style-type: none"> FLoD online learning series #7 available from www.lucn.org/flood <p>Please take notes during this session – it may be very useful in the development of FLoD methodology for new projects</p> <p>This session can also be shortened depending on time available</p>			
<p><i>Introduce learning outcome / objective of session</i></p> <ul style="list-style-type: none"> Introduce subject specialist to lead the session Link session to Section D 		<i>Principal trainer</i>	
<p><i>Facilitate open discussion on design options</i></p> <ul style="list-style-type: none"> Introduce the parallel design option Discuss advantages and disadvantages of options 		<i>Subject specialist</i>	
<p><i>Note for further discussion: The parallel designs have to be brought together in final design. We would need to develop some training on how to do that (even if we have never done this before ourselves).</i></p>			
		1-2 hours	

4.15 Facilitation Guidance Sheet 15: Close out session

FACILITATION GUIDANCE SHEET		SESSION	15
CLOSE OUT SESSION			
Time allowance for session		2 hours	
Objective of session			
To use the MEL framework in reflecting and improving the product			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall	Leads the training on the methodology for existing projects		
Learning aids and tools			
<ul style="list-style-type: none"> Online survey Reflection session 			
Method and activities		Time	
<p><i>Introduce learning objective of session – open group</i></p> <p><i>Principal trainer</i></p> <p>The primary purpose of this evaluation process, in addition to gaining insight into the outcome of the training programme, is to enable reflection and assist in the identification of future change towards continuously improving this newly-developed training product.</p>		10 mins	
<p><i>Present the results of the online surveys and undertake discussion on the following aspects:</i></p> <ul style="list-style-type: none"> Understand whether this course has achieved its intended goal Understand how this course achieved its intended purpose, or if not why not Understand how meaningful this course was for the participants Understand how relevant and practical the content, structure and learning aids were for the participants Assist the course developers and decision-makers how to improve and build on this course 		1 1/2 hours	
<p><i>Conclude and close out the training course</i></p> <ul style="list-style-type: none"> If there are follow-up actions required after the training has been concluded, list and task a FLoD team member to follow up Thank people for their participation and close out. 		15 mins	

Appendix A:

Training approach and methodology

Training approach and methodology

When training adults it is important to recognise and understand how people learn and how that informs the development of the training programme, content, tools and techniques. Our approach and methodology is informed by:

Bloom's Taxonomy: This is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education systems and is frequently used to structure curriculum learning objectives, assessments and activities. The *FLoD training programme* focuses on the same taxonomy, as presented in the diagram in Figure 1.

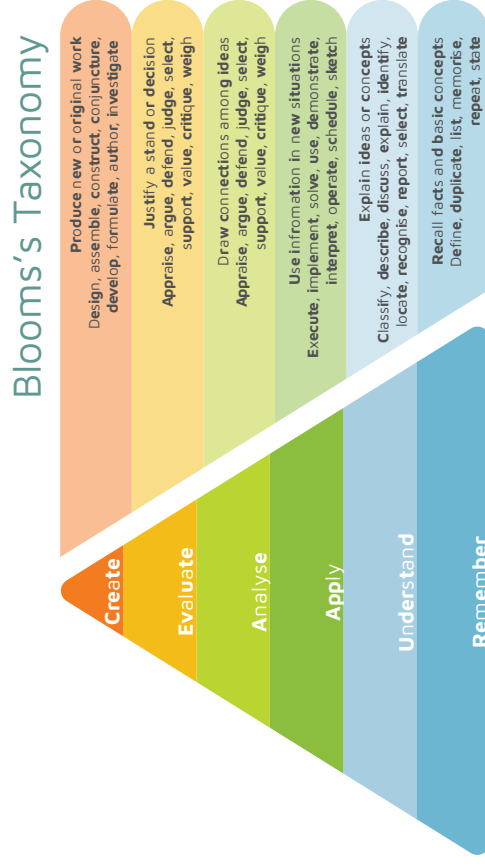


Figure 1: Bloom's taxonomy

Recognising the importance of learning objectives informed by Bloom's taxonomy, our approach in the development of the FLoD training programme is competency-based – defining competency as the ability to deliver at the required level of what is expected. Competency is seen as a combination of knowledge, skills and attitude, which must be reflected in the learning objectives.

Learning cycle: The learning cycle traces behaviour through the learning process and it is important to understand its relevance in training. The learning cycle has arrows in all directions. The reality is that each learner tackles the learning situation differently. The learning cycles were used in the content design and structure of the manual. One can start anywhere in the learning cycle.

Doing: Ideally, learners have already tried out the task being taught. If not, opportunity for doing so should be provided.

Reflecting: Encourage learners to think about the knowledge and skills they would need in order to be able to accomplish the task.

Collecting knowledge: Expose learners to the knowledge they need to master, using a variety of methods.

*Please refer to the Train the Trainer Guide, pp. 8-9

Appendix B:

Training preparation checklist

Experimenting: Learners come to grips with the skill – they practice applying new knowledge and skill until they have mastered it.

Doing (back at work): The final stage occurs when the learner returns to the workplace and can confidently apply what was learned.

Principles of adult learning²: Learning is not a passive experience and only happens when one can make sense of ideas and experience – once you have moved through the learning cycle. Five important principles were incorporated into the training process:

- **Problem-centred:** Adults learn best when the learning content applies directly to a problem they are experiencing.
- **Relevance:** Adult learners must see the relevance and value of the content – to themselves, their work and their personal growth.
- **Structure:** Adult learners demand logical, carefully designed learning.
- **Information integration:** Good training blends and moulds the new information logically into the old.
- **Participation:** Adult learners work best when they have the opportunity to participate in small group exercises. These activities give them a chance to share ideas, solve problems, and apply their learning.

Methodology

Taking cognisance of the aforementioned educational aspects and principles, we focused on the approach of 'how to develop the content and the training. One of the critical challenges facing the development of any training programme is what informs the content of competency-based training. An easy answer is the needs analysis, but what does that mean in practice? The link between what one must do and the content of the training is vital in course development.

We used the ADDIE model as the approach in the development of the FLOD Implementation Guide and the training programme. ADDIE is an instructional systems design (ISD) framework that many instructional designers and training developers use to develop material and training courses. The name is an acronym for the five phases it defines for building training and performance support tools, as follows:

- **Analysis:** Through job analysis and job-specific competency analysis, and focusing on answers to the 'What? Why? Where? When? Who? and How?' questions, the content of the course is identified.
- **Design:** The method of delivery, the brand and templates is determined, focusing on the general 'feel' of the material and course.
- **Development:** Material is developed focusing on the Learner Guide, Facilitator's Guide, Assessment Instruments and the learning aids.
- **Implementation:** The course is implemented, first as pilot training to test content, structure and tools.
- **Evaluation:** Review and evaluate after implementation and feedback into the appropriate phase to enable adaptations. Review at appropriate intervals to ensure relevance of content.

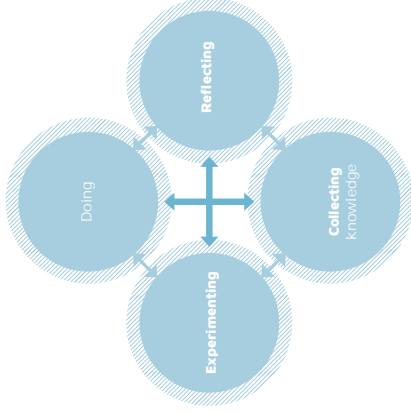


Figure 2: The learning cycle



²Please refer to the Train the Trainer Guide, p. 11.

SAMPLE TRAINING PREPARATION CHECKLIST³

Action	Completed
Confirm Attendees	
Obtain roster of attendees for training session with first names and surnames clearly distinguished.	<input type="checkbox"/>
Provide trainees with any pre-training instructions.	<input type="checkbox"/>
Training Room Equipment	
Ensure room is easy for trainees to locate (i.e. make signs, if necessary).	<input type="checkbox"/>
Prepare to point out items such as restrooms, coffee, and water.	<input type="checkbox"/>
Ensure lighting is appropriate for activities such as note taking, viewing of audio-visual aids, and hands-on computer training.	<input type="checkbox"/>
Ensure any sound distractions are eliminated or minimised.	<input type="checkbox"/>
Ensure temperature is comfortable for trainees and cool enough for equipment.	<input type="checkbox"/>
Arrange furniture to allow all trainees to see the trainer and audio-visual aids.	<input type="checkbox"/>
Training Software	
Ensure the ToC development tools are ready for the session.	<input type="checkbox"/>
Ensure internet connectivity is available, where necessary.	<input type="checkbox"/>
Ensure flash drives have been correctly uploaded with all relevant tools, templates and reading lists correctly established for all trainees.	<input type="checkbox"/>
Equipment	
Ensure all workstations are in place and working properly.	<input type="checkbox"/>
Ensure printer is working properly (e.g. adequate paper and toner).	<input type="checkbox"/>
Ensure white boards and pin boards.	<input type="checkbox"/>
Ensure data projector is working properly (e.g. focus and bulb works).	<input type="checkbox"/>
Ensure enough flip charts, adequate paper and flip chart stands are steady.	<input type="checkbox"/>
Audio-Visual Materials	
Photocopy handouts, ensuring there are extra copies.	<input type="checkbox"/>
Arrange handouts in order of use.	<input type="checkbox"/>
Arrange PowerPoint presentations in sequence of the training programme.	<input type="checkbox"/>
Load PowerPoint presentations in advance in order of use – at least each day.	<input type="checkbox"/>
Ensure training materials are in place (e.g. presentation notes).	<input type="checkbox"/>
Secure any additional trainee materials (e.g. FloD Implementation and Training Guides).	<input type="checkbox"/>
Ensure any posters are taped in the location desired.	<input type="checkbox"/>
Ensure visual aids are visible from the back of the room.	<input type="checkbox"/>

³<https://it.toolbox.com/blogs/craigboynsowich/training-preparation-checklist-082205>

Trainer Supplies – Confirm that the following supplies are available

Spare lamps for projection equipment	<input type="checkbox"/>
Files for students	<input type="checkbox"/>
Variety of colour marking pens	<input type="checkbox"/>
White board pens	<input type="checkbox"/>
White board eraser	<input type="checkbox"/>
Writing pens	<input type="checkbox"/>
Name cards or tags for trainees – self adhesive	<input type="checkbox"/>
Pointer	<input type="checkbox"/>
Masking tape	<input type="checkbox"/>
Variety of coloured papers	<input type="checkbox"/>
Extra flip chart pads, Prestik	<input type="checkbox"/>
Additional paper for the printer	<input type="checkbox"/>
Extension cord and adapters	<input type="checkbox"/>



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