

METHODS AND TRAINING TOOLS FOR RURAL PRODUCERS



Solidaridad

Coffee Support Network

Francisco Javier Bustamante G.
Mario Hernán Jaramillo H.
Carlos Hernando Isaza R.



Methods and training tools for rural producers.

Authors: Francisco Javier Bustamante G. - Mario Hernán Jaramillo H. - Carlos Hernando Isaza R.

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't Goylaan 15

3525 AA Utrecht

The Netherlands

Telephone +31-(0)30-272 03 13

www.solidaridad.nl

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Introduction

Dear developer,

Through the implementation of certification program UTZ CERTIFIED Good Inside, we recognize the producers' needs of broader and practical support to move towards sustainability and professional management of coffee production and processing. Our team of ten conscientious local representatives linked with more than 400 agronomists from different organizations, has given us extensive experience in the development of practical solutions to the different challenges that many producers around the world are currently facing.

The need for knowledge and advice goes from the implementation of certification program to the improvement in quality and cost efficiency aspects. However, we have structured the knowledge of these aspects in what we call "Support Tools". These tools include Implementation Guide of Good Agricultural Practices, Internal Control Systems and Quality Management Systems, all supported by developments in E-learning guides to facilitate the producer and workers training.

These tools are printed and audiovisual documents that are constantly updated and improved based on experience during the practices and users' contributions. The goal is to have a central source of practical knowledge applicable at local level and easily accessible. We hope that with these tools coupled to the support networks, we can effectively contribute to the improvement of your coffee production and management of your company.

On behalf of the producers and people who have been involved in our projects, a cordial greeting.

Niels Van Heeren
Solidaridad
Coffee Support Network
Head of Unit
Global Utz Origin Support



METHODS AND TRAINING TOOLS

Many producers and facilitators often recognize the importance of using methods that allow learning by watching and, mainly by doing. They are emphatic in pointing out the limitations of the methods in which the facilitator “takes the word” and eliminates the possibilities of participation and confrontation with group reality.

The following testimonies are a clear example of this attitude:

"I wish 100% of the things were in the same coffee growers farms. If we have a worm culture why we are going to bring it in a picture ... let's go to the worm culture... there is nothing more educational that the experience in a farm. I say that I wish 100% of the extension was made on real things "(Facilitator).

"The best thing is when you are taken to make a practical activity, when they do field days, when you go there, watch, and they show you. And I think that is not very good when they start to talk and talk and talk ... "(Farmer).

"The demonstration of method for me is essential because you learn by doing and when you learn by doing you capture and retains more. And maybe, after the demonstration of the method, receive a book for refreshing the knowledge that we are receiving here and to have it in our house as a means of consultation" (Farmer).

Why then some facilitators insist on using educational methods that limit the possibilities of learning? The more generalized complaint in education, including agriculture, has to do with time limitations, taking into account the need to cover a very high number of individuals and families.

The challenge is to identify how to make a good use of the limited time available. And although there is no only one path, part of the answer lies in clearly identifying the educational needs of people, to focus on the objectives and more relevant content, use the most appropriate methods and execute a good monitoring. There are simple strategies which compensate, at least in part, the limitations that arise when it is not possible to carry out observations in the field or in practices.

One very effective is the use of examples:

"I speak a lot to producers with examples, with things that have happened, with stories, they like that very much. Real or fictitious stories, but that fit in what producers are experiencing" (Facilitator).

No method is good in itself, nor is good for everything, and although it can be stated that the methods that facilitate participation, observance, practice and thinking, produce better results than those involving a passive attitude on people, it is required to bear in mind that there is no an ideal method to ensure good results in all cases.

A facilitator express like that:

"The field days sometimes do not work as one would like, because too much information is given to the producers, but it will work very well if we could have only one subject, a macro subject, with different aspects. Demonstrations of methods work, but not with a lot of people, it works with 12 to 15 people ... with more than 20 people, is ineffective."

About this last point, a farmer said: *"When the group is too big, people in the front side pay attention, but people in rear side start talking."* Other facilitators

highlight the importance of taking into account attendees characteristics to choose the most suitable method. They refer, for example, to those whose shyness makes it harder to participate in group activities:

"So many times one person in a group says that he understands. When one is in his farm, when you're only with him, you realize that he really could not learn what you were trying to teach ... then there is just easier, because the same confidence"(Facilitator).

This chapter shows some methods and training tools that can be used by facilitators to improve their daily performance.

The proposed methods and tools are not a recipe to be used literally. On the contrary, facilitators are invited to enrich the proposal with their creativity and experience.



The chapter refers to:

- ✓ **Group training method**, as the methodological strategy that the facilitator can use for the training activity to be as appropriate as possible, depending on group characteristics
- ✓ **Education tools**, as the aids the facilitator can use for the information to be transmitted adequately to farmers

1. COMMON ELEMENTS TO TRAINING METHODS

In the development of training activities, some considerations that favor the creation of a positive learning environment must be taken into account. When implementing any method the following recommendations should be considered:

BEFORE CARRYING OUT THE TRAINING ACTIVITY:

- Define training subjects well in advance to make good preparation and coordination of the activity.
- Define topics according to group expectations and needs, and also considering its opinion.
- Inquire in advance to know group characteristics (age, educational level, knowledge and perceptions about the topic, motivations and expectations, etc.).
- Distribute the available time, in a way that is enough for developing sub-themes, activities, interventions from participants, among others. In training activities, is essential to comply with the proposed schedule and to respect the time of participants.
- Clearly define place, date and time of the training activity, taking into account the time of producers.
- Use invitation mechanisms that ensure that those involved in the process receive the information.
- Make a list of materials and equipment required to ensure their availability at the time they are required.
- Define the following and evaluation processes for the explained topics.
- The place and resources for the training activity must be previously prepared (distribution of physical space, organization and cleaning).

- Define the methodological tools to be used.
- Check the operation of the equipments.

DURING THE TRAINING ACTIVITY:

- Make the introduction to the subject and the working session to generate an atmosphere of openness, trust and respect, with the aim of motivating the audience.
- Encourage teamwork through the creation of small learning groups (4 to 5 persons). These groups facilitate the communication and participation processes in training activities.
- Recognize in public those who ask questions or have participation initiatives. This foments the self-esteem of the group and promotes its contributions and participation.
- Select the activities and training aids considering their influence in the qualification and development of theoretic knowledge (to know), the attitudes of people (to be) and the development of skills and abilities (to do).

IN THE COMMUNICATION PROCESS:

- Use clear and simple language, consistent with the topic.
- Use an appropriate voice volume and speaking speed.
- Assume a proper posture, and establish visual contact with the audience.
- Promote reflexive thoughts processes that lead to changes of attitude, development of new skills, and adoption of new technologies or methods. Highlight positively all contributions and participation of producers and their families.





Table 1. Ideas for the facilitator to identify the most efficient communication ways for the group.

Adaptado de la FAO ¹

PAY ATTENTION AND LISTEN

Find out how community members think and communicate the information. This will give clues about the tools that might work better. For example, ask several people the direction to the next town and see how they transmit this information.

In some communities, they can draw a map on the ground; this could mean that visual tools would work best for them. In other communities, can give instructions such as "go 17 km down the road and then turn left"; these people can be comfortable with writing tools. A third cultural expression might respond: "Go to the market in the village and when you see the coal piles follow the road until you get close to a bended tree with a large pendant branch. There are two roads. Take the one with two lanes". The most appropriate tools for the people of this community might be the stories and plays.



Are there magazines and books in their homes? Do they have pictures to decorate their homes? Do they use symbols to label their work tools? These observations will guide the type of communication (written, oral or visual) basic for the community.



How does the information spread in the community? Is it purely by word of mouth? Are there newspapers? Do they use boards?



About the results of previous extension activities carried out in the community. Knowing the communication methods preferred by the community, the person in charge of the project can create a short list of tools and extension methods that could be helpful for a specific activity.

¹ FAO. Herramientas para la comunidad. <http://fao.org/docrep/007/x9996500.htm#sec3.1>

2 METHODS FOR CARRYING OUT RURAL TRAINING ACTIVITIES

2.1 PERSONALIZED ADVISORY SERVICE

It is a training method, in which a direct and personal link between the facilitator (technical assistant) and the producer, and in some cases his family, is established.

The advisory service may address a specific problem or questions of the producer, or may consist of a series of customized activities articulated in a way that the facilitator provides accompaniment.





The process of advisory service can be done through telephonic consultations, farm visits, visits of the producer to the facilitator's office, e-mail, among others.

Advisory service is a method that, properly implemented, can be very effective. However, when evaluating its efficiency, some limitations are found regarding the coverage of large communities and costs of such customized methods.

However, with creativity, hard work and commitment of the facilitator, it is possible to carry out advisory processes with small groups (3-4 producers) with similar characteristics and contexts.



Application possibilities

This method is effective when linked to training processes that involve other methods and can be used in the following circumstances:

- In follow-up tasks of activities that are being developed in the producer farm.
- To know the reality experienced by the producer.
- In the analysis and solution of specific problems that arise with specific producers and farms.
- Whenever a customized monitoring to leading producers is planned, considering that they will be multipliers or co-facilitators of training processes.
- Allow the producers to talk with greater easiness and confidence.

Aspects that must be taken into account when applying the method of personalized advice:

Establishment of learning processes with application and directly related to the specific context of the producer being counseled.

- Arrangement of concrete goals with the producer.
- Permanent promotion of producer self-esteem. Agreement on schedule and commitments during activities.
- Recognition of producer qualities and progress in training and advisory process.
- Active listening and understanding thoughts, feelings, perceptions and concerns of the producer and his family.
- Participative design of management strategies for specific problems. Proactive response to the requirements and issues of the producer.



Preparation

Before beginning the advisory service process:

- Producer expectations are clarified.
- A good diagnosis of reality is done.
- Scope of the activity is defined with the producer.
- Facilitator and producer commitments are established.

It is recommended to design a form to document work sessions. This should include items discussed during the advisory meeting, highlighted conclusions, recommendations and commitments.



Execution

In the advisory, time management should be optimized. The opportunity of direct and customized interaction with the producer cannot be wasted.

The following issues should be considered:

- Establish a cordial, respectful and empathetic relationship with the producer, in a way that creates a positive atmosphere of confidentiality and trust (facilitator-producer).
- Allow the producer to express his ideas, maintain an attitude of active listening and positive response to the points established.

- Make questions to allow the producer and facilitator clarify confused approaches. Clarity, understanding and objectivity are key factors in the established communicative process.
- Use a clear and simple language. (Complex and scientific technical terms are for different contexts)

Some situations that must be avoided are:

- Start the meeting with sensitive issues or negative situations.
- Ask inquiring or inductive questions.
- Press people for an answer.
- Judge, qualify, or sentence
- Decide for other people or impose self opinions.
- Neglect the emotional aspect.



Key aspects for success

- Develop an acute observation level, to be permanently open and in capacity to answer the producer questions.
- Maintain a high interaction and dialogue ability with producer.
- Be able to analyze observed situations and arrange alternate solutions with the producer.
- Be a positive leader with persuasive ability with producer.
- Assist the producer with targets and scores previously established and shared by both (facilitator – producer).



2.2 MEETINGS

A meeting is a congregation of people to deal with a particular subject of common interest and, guests and audience must be directly involved.

When meetings are not properly conducted, communities are saturated, creating rejection and finally absence to proposed training activities.





Application possibilities

Trainings meetings are useful to:

- Inform general aspects about a program or training process to be developed.
- Gather comments, suggestions and contributions from audience before beginning with the training process.

A preliminary meeting to inquire about specific needs, issues of interest for community, expectations regarding the training process, preferred schedule to develop the training sessions, meeting places, etc., is essential because it shows information that the facilitator should consider while planning the training.

- Conduct follow up and evaluation of developed activities.
- Solve questions and specific inquiries that have been generated in other work sessions.
- Make decisions related to proposed activities during the training process.
- Define specific responsibilities of the community during the training process.



Preparation

To plan a successful meeting bear in mind:

- Clearly define the purpose or purposes of the activity.
- Propose the agenda articulated with the formulated goals.
- Include in the agenda a topic for audience participation or talking about different issues. When the audience knows that they will have time to express their specific ideas, although they are not related to the topic, interventions that deviate from the target or proposed subject are reduced or avoided.
- Only invite people who are really interested in the agenda. The assistance

of people not related or not interested in the training subject may discourage the group, because they may talk about subjects not related to the objective or the proposed subject.

- Make short meetings (maximum 2 hours). The perfect meetings are arranged in a very productive hour.
- Establish a follow up mechanism for commitments and conclusions of the activity.
- In the call, include information about objectives and meeting agenda.



Execution

- Begin activity on time as a sign of respect to people's time.
- Acknowledge people for attending the meeting.
- Present to attendees the objectives and work agenda.

The meeting host has the following responsibilities:

- Guide the process without deviation from the goal or goals.
- Encourage people participation, ensuring that interventions are respected and considered.
- Make easy to the group the creation of conclusions and highlight key points (summaries).
- Encourage the commitments definition and follow up mechanisms.
- Control the use of time, ensuring that proposed agenda and starting and finishing time of the activity are accomplished.
- The role of leading the meeting is not exclusive to the facilitator. Some times, it can be delegated to group members with the aim of encouraging leadership within the communities.



Table 1. Ideas for making the meeting shorter. ²

Be prepared

Be prepared: the idea seems of common sense, but the reality is often quite different. Everybody is so busy that simply does not have the time to be prepared. Leaders do not develop an agenda and time is wasted arguing about the process to be followed by the group. Participants do not do their homework, which leads to speculations in the meeting. Sometimes the preparation and logistics is not done, and time is lost searching for screens, reflectors, additional chairs, etc. Preparation is of big help in a meeting as it allows the group to know its goals quickly and effectively.

The purpose

Have clearly specified the purpose of the meeting. It is very difficult for a group to be efficient in their work when no one knows what they have to achieve. The group needs a meaning and a purpose. If they do not have it, members will spend a lot of time looking for a direction. A clear direction gives to the group energy and keeps it focused. Very little time is wasted working on what is relevant.

A facilitator

Have a facilitator. When participants are struggling to pass a point of discussion, which impedes progress or to have definitions, meetings do not advance. At this point, is when the facilitator is of big help. Its main task is to prevent teams to stay stuck. Facilitators offer tools, activities or techniques, to guide a group by the difficult way with the least damage possible.

Schedule reunion

Schedule reunion at unusual hours: the typical reunion is scheduled to begin at the time point (for example 10:00) or half hour (for example 10:30). This may allow people to program other activities and also leads to a delay in the meeting because many of the participants are distracted in such activities. The time is wasted as participants are getting late. A good strategy to avoid this situation is to start the meeting at an unusual time, for example at 10:10 or 2:40. It helps people arrive on time for two reasons. First, they have time to handle their issues between meetings, and second, the start time attracts their attention and they think that the accuracy of the time is due to an important reason.

It is important to plan the meeting in a time different from other training as most producers receive technical assistance from various institutions and many times in a week several activities are scheduled, being a cause for having a low attendance to the meeting.

Schedule time

Schedule only time you need: for example, if you consider that the meeting objective will be accomplished in 50 minutes; will the meeting be scheduled for 50 minutes only? Many people would schedule it for an hour, to provide a "cushion" and to use the full hour. The work expands according to the assigned time. If it is considered that 50 minutes are needed, then 50 minutes should be scheduled. This forces the coordinator and other participants to stay focused and carry out the meeting as planned.

Controlling time

Assign time control to a person: meetings are expensive. As any other expenditure, the time spent in meetings should be handled very carefully. The person in charge, controls the time assigned to each agenda item, and also gives notice to the group when they run out of time and stops the group when their time is up. The work seems easy. However, the "time person" must have the courage to stop any discussion when the time is over.

² LAFORCE, Tom (2004), Once Maneras de hacer su reunión más corta. (En línea). CDS Estrategia,S.C., (citado 1 marzo 2008). Disponible en: <http://www.keymeetings.com/Articulos%20e%20ideas/tips/art11maner050803.htm>

Continua cuadro 1. Ideas para hacer la reunión más corta²

Create a parking

Create a parking: In a meeting, it means to designate a place where ideas, comments and interests that do not correspond with the topics are written. This is a great tool as it captures important ideas and keeps the meeting focused.

Improve the meetings

Continuously improve the meetings: A theory of management says "what you measure, improves". Measuring the length of meetings will provide a baseline of information to help watching what is being improved. It is a good start, but not enough. It is also necessary to think about how to improve the performance of each participant. It can be done answering a question at the end of each session and apply the answers to future meetings: What could we have done to be more efficient in this meeting?

Relate time and rules

Develop and relate time with the rules: The rules are the activities that the group wants to be carried out during the meeting. Here are some points that can help with time optimization:

- Start on time
- Punctuality in handling breaks
- Only address the issues that are prepared to handle
- Follow the order of the agenda
- Do not carry out the meeting if there is not a clear purpose
- Divide to achieve the objectives: the groups tend to think that everyone needs to participate in all aspects of the meeting. This is not true. For example, in a meeting of 15 people the merits of three concepts want to be assessed. Instead of evaluating each idea, the group is divided into three. Each subgroup evaluates a concept and reports its findings to the other groups. In this way, the best results are obtained in half the time.



Key aspects for success

- Have a clear purpose, be prepared in advance, and define mechanisms for subsequent follow up and evaluation.
- Begin and finish activities on time.
- Begin with points, subjects or issues that allow obtaining an easy agreement or that different opinion can be accepted.
- Allow the expression of opinions and controversies, and make the group consider them.
- Finish the meeting with a highly positive note.

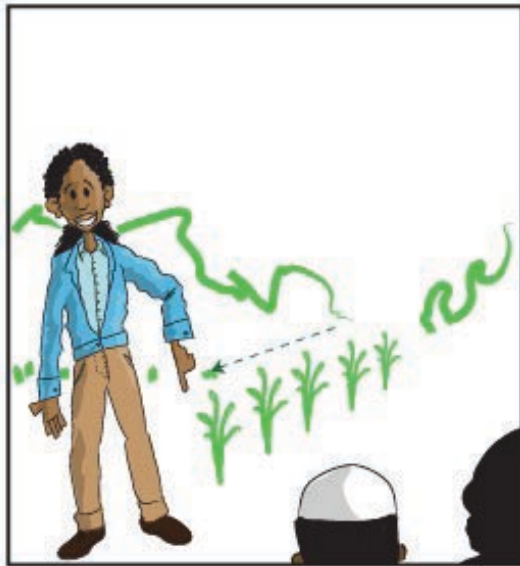


2.3 METHOD DEMONSTRATION

It is a training activity in which the right way to perform some process, rural work or task is explained and demonstrated step by step. This activity can be developed in practical way.

The objectives of method demonstration are:

- Promote learning through visual, audible and practical channels.
- Show the right procedure for developing a rural activity.
- Have an environment for c to practice the procedure.
- Make follow up and verify that participants carry out the tasks properly.
- Give participant feedback about their performance in developed tasks, because it is an advised practice, accompanied by trained and competent persons.





Application possibilities

This is an ideal method to explain and to practice operative tasks or procedures related to cultural labors, harvest and post harvest procedures. It is useful for developing topics as follows:

- Procedures to make evaluations and establish infestation levels of pest and diseases.
- Operation and calibration of spraying equipments.
- Maintenance of agricultural machinery.
- Procedures for tracing rows, digging holes and planting coffee trees.
- Building a seed bed and nurseries for crop establishment.
- The method is effective with small groups, not exceeding 20 persons.



Preparation

Having defined the topic, target population, site, date and time of the activity, the following must be considered:

- Preparation of a list with materials and equipment required for the demonstration.
- The equipments must be operating correctly the day of the activity.
- Prepare the steps and key points in the demonstration. To accomplish this, it is recommended to document the process (this written material can be handed in to the participants).
- The logistical requirements, such as, organization and arrangement of location, number of equipments and additional materials to help the practice. If necessary, ask the audience to bring tools or available materials on their farms.
- The definition of a mechanism for the evaluation and validation of the learning process in the audience.



Execution

Activity stages or moments:

- Identification of previous knowledge of the audience by an initial inquiry and exercise.
- Initial explanation. The facilitator explains in a clear and specific way how the practice is carried out, emphasizing the benefits of doing it properly.
- Demonstration. The initial explanation is strengthened and expanded, showing step by step the procedure to the audience. If there is a trained farmer in the specific practice, it is very useful that he shows to the participants how to do it.
- **Práctica.**
The process is repeated allowing, if possible, that each of the participants can make a practice and refine their performance.
- **Feedback.** The performance of participants in the practice is indicated. This is the moment to make corrections and give positive feedback to people who carry out a successful practice.
- **Promotion.** The facilitator encourages among participants implementation in their farms of the theme developed. Participants can be motivated to replicate the demonstration in their communities and accompaniment can be made to the interested producers.



Key aspects for success

- The person in charge of demonstration (facilitator, experienced operator or farmer) must make it in a precise and detailed way to ensure that participants can understand the process and specific steps.
- Continuously promote the audience concentration and attention, emphasizing on important issues, delivering useful information, considering group previous knowledge, promoting the practical and active participation of the audience, positively highlighting successful practices developed by the group.
- Be sure that materials and required equipment are organized, working properly and available for demonstration. Test all equipments (sprayers, harvesters, etc.) before the activity to ensure their correct functioning.
- Because it is a practical method, normally performed in open spaces, comfort of the audience must be taken into account.
- Be patient and careful when making explanations, because it is possible that some steps must be repeated several times to ensure participants understanding.
- The facilitator can apply his creativity to make the method more attractive and effective.

Take advantage of other producers' experiences

One of the main factors of collaborative learning is to take advantage of experiences of different group members. The way to do this is to create spaces for producers to share verbally what they have done, or make a direct observation during visits to their farms. As a facilitator says, "the farmer believes a lot to other farmers because they are at his same level." The following evidence supports this idea:

"One speaks about 'showcase' and you always do it in extension service. One spend more time in one farm because you know that after you have installed it in that municipal rural settlement, other people are going to join it. We call it the 'showcase'; to have a farm where other people can go to look, the owner can tell how he did and the results he is achieving."

"When you have convinced the producer to visit his neighbor, to see how he assembled himself that processor, or dryer it becomes easier. He goes and looks the important parts and comes to his farm and makes it very simple, they are very creative, but when they have the possibility to view the experience in other person, in another farm."

"Something very important is to count with people inside the group who know a lot about the process. Those people who know a lot about the process have more credibility, the producer believes more to that person than to technical assistant. One would say that it is not in that way, but it is, because they see the technician as the person who teaches, who is in charge, but is not in their situation, is not involved in their circumstance. In contrast, the producer who has his own way of talking to people, talks, tells his experiences, he approaches easier to those producers."

Other aspect closely linked to previous factor is the participation of community leaders, as they are key to organize the educational processes and also to assure their continuity. "Leadership needs to be very stimulated... that's the person in which community believes, and if the leader is not informed, there's nothing. The first to be informed is the leader, and must be trained and also give him responsibilities. A well trained leader gives continuity to the group". In addition, because of collaborative learning, shared and rotary leadership should be promoted. This allows all group members to lead some processes, according to their abilities.

2.4 RESULTS DEMONSTRATION

This is a methodology in which participants know new technologies, investigation results, successful experiences made by institutions or farmers. With results demonstration, the facilitator tries to minimize risk and overcome change resistance during new technology adoption process.



Application possibilities

This method is advisable to:

- Disseminate new practices that improve crop development and performance, showing their benefits and advantages
- Publicize successful results of research and technology adoption.
- Introduce new plant varieties to be recommended in specific regions.
- Show to assistants, production systems with successful and verifiable results.
- Motivate the adoption of good management practices used in successful farms.
- Compare pessimistic perspectives about a particular reality. For some communities, the success probability with a crop can be perceived as scarce while for other communities can have a better perception and positive results.





Preparation

When planning a results demonstration, the facilitator should consider:

- To select practices, technological improvements or the results wanted to be shown, considering their coherency with the needs, resources availability, education level, and entrepreneurial vision of participants in the learning group.
- Only make demonstrations in representative farms or specific plots that meet reality and learning needs of the group.
- If demonstration is performed by a model farmer, it is important to properly train him with technical criteria and give him communication self confidence, because he will be the instructor during demonstration.
- To have close at hand historical records, daily work notes, and additional information to support the obtained results.
- Select the analogies and appropriate language that help the producer to relate the new information with his experience.
- Before the activity, identify and obtain all the products and resources required for its development.
- If demonstration is made in a farm, is convenient to consider the plot location. It must be easily accessible and must allow a good view of the results that will be shown.



Execution

Activity stages or moments:

- **Introduction.** The objective of demonstration is showed, as well as the main environmental, social, cultural and economic characteristics of the place where results of proposed activity will be seen.
- **Explanation.** The new practice is explained, emphasizing in obtained results and trying to involve in demonstration farmer participation. This will make them familiar with the what's, why's and how's of what they are demonstrating.
It is recommended to verify participants' attention by making questions or comments. If required, the steps can be repeated emphasizing in key aspects.
The facilitator, by means of conversation and guiding questions, encourage participants to express their opinions about adoption possibilities of processes, procedures or technologies shown. In case of any objection, it can be used as inputs for improving future training events.
- **Summary.** When finishing, facilitator shows a summary of main aspects of demonstration.



Key aspects for success

- Make demonstrations with visible and significant results to persuade producers to adopt the techniques showed in training activity.
- Inform to producers the adaptations or adjustments to be made in order to apply learned issues in their own context. The presented achievements must satisfy farmer criteria, regarding perceived risks, economic possibilities, and predominant culture patterns.
- The facilitator must plan the demonstration in a way that the producer is in charge of the explanation. It will have a bigger impact and credibility among participants.
- In many cases, producers are very receptive to results achieved by their colleagues than demonstrated by experts.
- The selection of the farmer and farm for the demonstration must be made based on similar economical, social and cultural characteristics of the target training group.



2.5 WORKSHOPS

Workshop, in common language, makes reference to places where something is built or repaired. The use of this word has extended to educational field and refers to the activities where a group of people works together to learn something, build knowledge or discuss about a specific topic. It is important to highlight that in this training method, the technical assistant is the facilitator of people's contributions and not a knowledge transmitter. When this method is selected, the next features must be considered:

- Previous knowledge and experience of participants, because they are the main inputs of training session.
- Topic development is focused on participant (producer). Developed and constructed knowledge is product of participants' experience and their active participation during the workshop.
- The strength of the pedagogical activity lies more in participation than in persuasion or directions given by facilitator during activity. In this training method facilitator helps producer to "learn how to learn" by "doing something" instead of teaching.



- Practice and theory integration.

This training method is a group activity. However, in some moments of work session, individual work can be done to share it after with the group.



Application possibilities

This is an ideal method for:

- Analyzing a community-specific problematic situation, where the community is expected to suggest and build solution strategies.
- Sharing practical experiences implemented by producers in a specific area, like cultural tasks, harvest and post-harvest tasks, among other things.
- Encouraging producers to share and build efficiency indicators to conduct administrative monitoring for specific crop tasks. For example, score generation of labor efficiency in cultural tasks.
- Making technology transfer management. In this kind of workshops, the facilitators, researchers and experts, interact with farmers in discussions, in a way that they can draw their own conclusions.
- Facilitator-producer relationship is established in the execution of a shared task.



Preparation

The following issues have to be considered:

- Define the purpose and themes, and select the tools that encourage and facilitate the participation of the audience.
- Have a previous knowledge of the group on its knowledge and specific experience, educational level and cultural characteristics. Pay attention

to group motivation and confidence to participate, because if participation levels are very low, the method application will not be so effective. With this information, the facilitator can design activities, choose the tools and define a course of action for developing the activity.

- When the workshop starting point is questions formulation to the group, those questions must be clear, objective and short.
- Consider if it is required that participants take to the course detailed information of their farms. In this case, this requirement must be explained in the invitation to the activity.
- It should be borne in mind that people participate if they think that can make a contribution.
- Plan the facilitator intervention so the workshop does not become a unidirectional instruction activity (facilitator-producer) or a persuasion process made by the facilitator, leaving aside the intervention of participants.



Execution

Activity moments or stages:

- **Welcome to participants**, showing gratitude for their presence and announcing aims of proposed activity. **Introduction to the topic**, setting out the rules by highlighting that active participation of people is critical to the success of the training activity.
- **Division of the group into smaller ones**, to carry out construction and analysis work. Such construction can be based on questions formulated by facilitator to be solved by subgroups, or on work proposed by facilitator to



subgroups, such as designing the management plan for a given crop, building steps for carrying out crop harvest and post harvest processes, etc.

- **Discussion, analysis and construction.** Enough time must be given to each group for discussing and raising their contributions and construction. One person of the group is selected or delegated to present their work to the group.
- **Socialization.** Participation space for the presentation of each group's construction.
- **Theme discussion and analysis,** motivated by the facilitator in order to draw conclusions, recommendations or proposals as appropriate.
- **Closing.** At the end of the activity, emphasis on the importance of each participant contribution is made.



Key aspects for success

- The facilitators must dynamize and motivate group participation constantly. They should avoid taking part in discussions and make judgments.
- Ensure that participants have previous theoretical and practical elements which are input to the collective construction. Use materials and activities for broadening the framework of participants (documents, photos, videos, games to make analogies). Develop guidelines or questionnaires and send them to the farmers, days before the activity so that they collect valuable information to be used in the workshop.
- Create small learning groups where issues are discussed and conclusions are drawn to share them with larger groups or

the main group.

- Permanently encourage dialogue (view points and opinions exchange) and active listening skills (listening to others with respect to understand their view points).
- Encourage and promote collective consensus, knowledge construction and work.
- Keep alive in groups the interest of participation in the construction and the search attitude.
- Inside the subgroups, promote discipline and sense of responsibility to perform a job. The facilitator must maintain group concentration and motivation in the work being done.

2.6 CASE ANALYSIS

This method consists on presenting in a clear, short and specific way, a real or fictitious situation for group discussion and analysis. The case can be presented through a description, narration, directed reading, dialogue, sociodrama, and video, among others.

The value and utility of this method consists of:

- Encourages the audience active participation.
- Promotes analysis capability within the group.
- Allows an in-depth analysis of a specific situation.
- Serves as a strategy to know the viewpoint of the group about a specific issue or situation.
- Consolidate the decision-making processes and consensus group achievement.





Application possibilities

As an ideal method for encouraging active participation, debate generation and promoting analysis within training groups, it can be useful for developing topics as:

- Analysis of a crop management plan built for a given situation.
- Analysis of a specific problem (technical, organizational or social) from a real or hypothetical case presented to the group.
- Finding group solutions to problems such as post harvest, marketing, environmental pollution, soil erosion and management, among others, that may be at any given time similar to those of training group. The advantage of this method is that the group may analyze similar situations to its reality in an impartial way and without hurting sensitivities, when it comes to situations where the community may be failing.
- Collecting information for an initial diagnosis, base study or evaluation of basic problems, identified in a rural community.
- This method should be applied in small groups (maximum 20 persons).



Preparation

The preparation of the case is crucial, so the following should be considered:

- Construct and propose cases that awake group motivation.
- Bear in mind the group educational and cultural levels and also its knowledge about the issue to be addressed.
- Write the case in simple and easy language to be understandable to the group.
- As an alternative, invite the community to present their case analysis.

There are two ways of raising cases:

- **Analysis type.** which aims to develop the analytical capacity of the group. In this case, it is intended that participants discuss the proposed situation but without reaching final solutions (they could be many, in the proposed reference frame)
 - **Problem cases,** where synthesis and agreement of one or more solutions are the activity aim.
- The location for activity development must have enough space and furniture, so formed subgroups are comfortable and can take notes and make written material to present their conclusions in public.



Execution

Activity moments or stages:

- Introduction to the subject and work methodology. At this time, is suitable to make coexistence agreements, emphasizing in respect for opposite views and in listening to different views in order to reach consensus.
- Formation of learning subgroups, preferably maximum of 5 persons. Each subgroup selects a speaker to present the results to the rest of the group.
- Presentation of the case to each subgroup through a lecture or reading, and time assignation for resolving inquiries.
- Case analysis. Each subgroup analyzes the case and draw conclusions, solutions or recommendations depending on the situation. After an agreement process, the subgroup defines how to present results to the rest of the group.
- Presentation and conclusions. Each group presents their work, contributions of all participants and conclusions are collected and, final conclusions, solutions or recommendations are drawn as appropriate.



Key aspects for success:

- Establish coexistence and group participation agreements, where respect for opposite opinions prevails. Make emphasis in the fact that criteria and positions diversity, are the base for a rich and successful analysis.
- The facilitator must promote consensus, encourage the group to listen and also must be neutral about different opinions.
- Be careful with interpretations and judgments. Value judgments like "this group is right ... you are making a big mistake ..." etc. must be avoided.
- Define the way to ask questions. They should be prepared and written in advance, in a clear, concrete and specific way.

- Monitor subgroups work to ensure compliance with the times and proposed agenda.
- Thank the groups for their contributions, highlighting the importance of collective construction.



2.7 SOCIODRAMA

The sociodrama is a method in which, after performances, is possible to make the introduction, development or complement topics related to a real life event or situation. Generally, the performance is accompanied by a group analysis. This method involves and takes advantage of body language and speaking communication forms through the representation of a real life event or situation in and its subsequent analysis, an also enable the development of certain themes.

The sociodrama meets the following advantages:

- As it takes advantage of dramatic and scenic elements, is a dynamic and recreational element that enables participants to enjoy the learning process.
- Makes possible the analysis of different roles and specific situations (especially some undesirable or negative) that treated directly or with other methods, the communities would be reluctant to discuss and to think about. With sociodrama, complex situations that generate tension to communities can be analyzed in a funny way.
- With performances, the framework of participants can be extended, offering to them other viewpoints and more evidence to encourage their participation.





Application possibilities

It makes possible to show items for the analysis of any topic, based on real life facts.

- The Sociodrama is a way to simulate what happens in real life.
- It is useful in diagnosis activities about community thinking and knowledge regarding to specific topics.
- In sociodrama, communities can show in an impersonal and impartial way realities or situations that can hardly be shown or expressed directly.
- Role game made in the dramatization allows to those involved, showing their points of view without the assumption from the audience that it is the view of the person representing the character.
- This method is ideal in communities which are afraid of participating because what can be said of their contributions.
- The application of this method is recommended for groups of maximum 25 people.



Preparation

After selecting the topic and aim to be developed, the following should be considered:

- If specific roles will be distributed and predefined scripts will be handed in for the representation, they must be properly documented so that participants have a very concrete and clear idea about what activity want to represent.
- Ensure the availability of clothing or support material required for the day of the activity.
- Plan the discussion and analysis stage in the way that will be directed.
- If using specific questions, those should be made in advance. If using observation guides, those should be documented to be handed in at the

right moment. The poor planning of reflection and analysis time, or having no clarity about the way to approach to this stage, will minimize value and credibility to the method.

- This will transform the activity in a funny representation where everyone laugh and enjoy, with minimal benefit from the pedagogical point of view.
- Define clearly the timing for each stage. A deficient planning of this point can generate the extension of the activity beyond limits of available time of participants, or that activity must be suspended before ending, or to speed up the discussion and analysis stage that is perhaps the most important part of this method.



Execution

Activity moments or stages:

- General introduction to the subject, proposing to the group the objectives of training session.
- Formation of learning subgroups, preferably maximum of 5 persons.
- General explanation of work procedure, indicating that each group should perform a presentation of a specific thematic to the rest of the group. An alternative is to form a single group to prepare and conduct the presentation.
- The facilitator should invite participants to do a good job with creativity.



Preparation.

- Each subgroup meet and receives the script, roles or thematic to be staged, as appropriate. In certain situations, it is not necessary to deliver specific roles or scripts; a specific topic can be given and leave to initiative and creativity of participants the definition of the scripts and characters.
- Time is defined for each group to prepare the presentation that will be shown to the rest of the group or, for the selected group to stage and perform the presentation.
- Before the presentations, hand in to the subgroup the questions or guide observation that must be solved when watching the performances of the other subgroups or the selected group.
- Each subgroup conducts its own performance.
- Analysis and reflection. Give a time for groups to prepare their comments and contributions for the activity of reflection, analysis and final discussion, as appropriate.
- Discussion. Activity discussion is developed and conclusions of the case are drawn. The group participates analyzing the observation, sharing their experiences, opinions and emotions. The protagonists explain their intention and the facilitator also makes contributions from various observations.



Key aspects for success

- When using the dramatization, clarify the why's and the what's, of the activity.
- The groups or group member should not be forced to participate.
- Encourage general spontaneous participation (theatrical vocation is not required, but wishes to participate).
- All dramatizations should be discussed by the group.
- The act of representation must be harmoniously integrated into the group work process. Therefore it is essential to define its purpose during the work.
- The facilitator has a key role, as he must pay attention to group performances, the words said and, exposed situations that can be capitalized to the reflection and learning process. Facilitator should ask specific questions about presented situations as:

¿In what specific cases of daily life happen the situations seen in the representation?

¿What is important in the sociodrama?

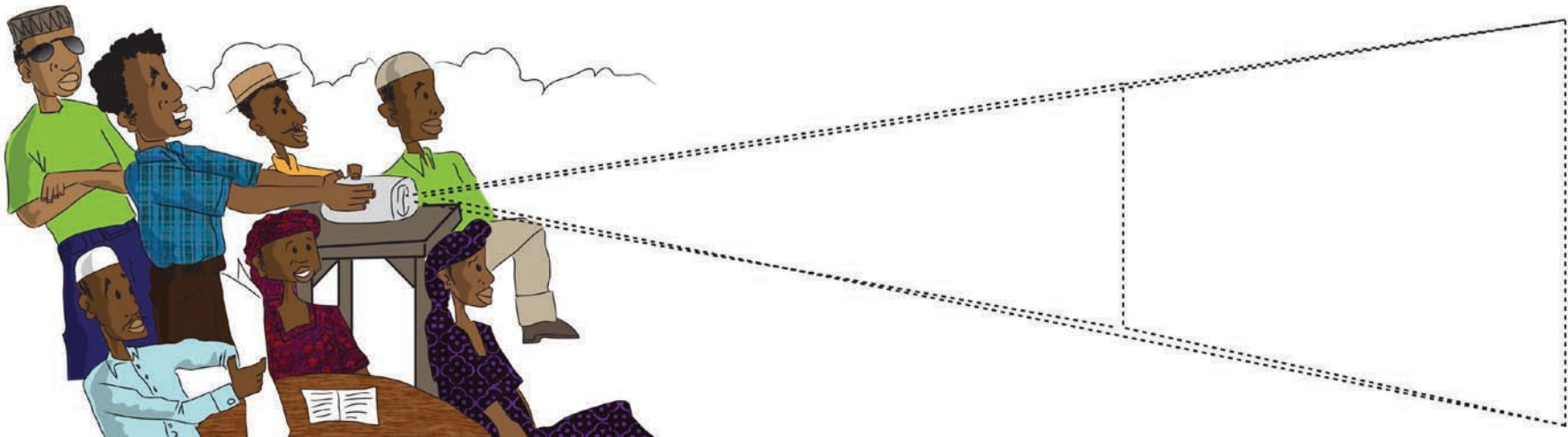
- Development of characters, actions, expressions
- Oral sessions and feelings
- Attention to details.
- The analysis guided by group facilitator.
- The participative disposition of all group members, who will comment any observation made.

2.8 VIDEO FORUM

The video forum is a training method that involves audiovisual media such as television and video for developing group discussion about a topic, event or situation, with the presentation of a facilitator or coordinator. An important feature of video-forum is that it should allow the free expression of ideas and opinions of all participants.

- Asks stimulating and specific questions related to the topic.
- Distributes the right to speak.
- Limits the time of expositions.
- Moderates group participation.
- Helps in summaries and conclusions building.

Videos used in forums or discussions can be recorded with the community and in the farms of the participants. This method is motivating because participants of the training activity are





the same protagonists in the video. You can also select videos made by other institutions and in other contexts that can be used as teaching aid for the planned process.



Application possibilities

The method can be used for developing topics like:

- Discussions on expert interventions about specific topics interesting to producers (technical lectures, professional association aspects, policies and programs) that have been previously recorded.
- Analysis and community sense of observation in relation to situations that have been recorded. This is a useful way for communities to develop a critical sense, learn how to make diagnoses and develop the skill of “learning to learn”.
- Monitoring and evaluation of technology adoption processes or establishment of productive projects, which have been documented in photographs or videos.
- Reflections about producers’ testimony.
- When communities are the protagonists of the video, spaces for their recreation, leisure and integration are generated, making of the learning process an enjoyable experience.



Preparación

Bear in mind the following points:

- Choose the most appropriate and relevant video according to the training subject. Video recordings and design can also be made adjusted to the activity objectives.
- Prepare questions that will be asked to the group considering that they constitute a powerful stimulus to reflection, awareness of what they know, understanding, learning, creativity, analysis, synthesis, self-esteem increasing and, in general, development of learning potentials and group collective construction.
- One question is the best answer. In this method, questions are the main tool of the facilitator. The success of facilitator does not depend on having the right answer but knowing how to ask the appropriate question. The clever construction of a question facilitates the timely modification of perceptions, feelings, and individual and group behaviors. Additionally, a well-formulated question may encourage group participation.
- Assign time to each stage or moment of video forum.
- Develop an alternate strategy in case of troubles with video presentation (electric failure, damage of projection equipment).

 **Execution**

Activity moments or stages:

- General introduction to the subject and work methodology explanation.
- At this time, is suitable to make coexistence agreements for the training session. As discussion and controversy will be generated, it is important to emphasize the respect for opposite opinions.
- Formation of learning subgroups, and handing in of questions for discussion.
- Projection of the video or audio-visual aid (can be a picture sequence). It must be ensured that all persons are located in a way so they can hear and see the videos without interference.
- Discussion and Analysis by subgroups: At this stage the facilitator walks around and visits the different groups to monitor the work, facilitate and promote participation and, if necessary, control the dissociating behavior that may appear.
- Presentation of collective construction to the rest of the group.
- Development of general conclusions.

 **Key aspects for success**

- Have projection equipments that generate good quality images (size and sharpness) and also good sound.
- Make questions that encourage participation and contribute to a good collective construction.
- The facilitator must carry out a fair and appropriate moderation.
- Take into account the different points of view that have emerged in the groups. At this point is very important not to disqualify contributions or interventions



2.9 TOURS

The tours are guided trips, with groups of producers, to experimental stations, farms in other regions or in the same region of the participants, with important elements that can be seen and analyzed.

The tours are a method that arouses great interest and motivation in the producers. The most motivating aspects of this method are:

- Most people like to travel, meet new places, and interact with scenarios, different from their routine.
- Tours become an opportunity to producers for comparing their farms and crop management practices with the experiences in other regions and production systems. It gives them the possibility of evaluating the state of his farm in relation to others.
- Participants' framework is extended because on the tour they can observe new ideas, compare themselves with other producers, and watch new concepts in activity.
- Motivate and encourage the audience creativity.





Application possibilities

- Tours are an important method for showing the adoption of new technologies to farmers who are reluctant to change or that change as others show their results or have already done things first. Many producers that say “this cannot be done” can change their mind after a well-planned tour.
- Is useful as a motivational and encouragement strategy for producer groups who have been in a process in which they have put a lot of effort.
- When communities are discouraged with the process or when they doubt about its chances of success, visiting different farms and producers who are making progress in their farms and have a more positive perspective, helps to restore their confidence and motivation in the work already done.



Preparation

When planning a tour, the facilitator should take into account:

- Choose a transportation system that provides comfort and security, and guarantees producers' access to all sites proposed in the visit.
- Preferably include a travel insurance policy with a liable insurance company, or with the same transport company contracted.
- Coordinate food and accommodation if required.
- Select the topics that will be watched in each location and prepare a guide with these aspects. Mention the topics to the managers of each place to visit in order to focus the visit and direct interventions to the most important points. It is recommended that the facilitator makes a previous visit to the place.
- Choose places to visit considering tour objectives.
- Make the contacts in advance and coordinate the presence of staff people in places to visit to serve participants the day of the tour.

- Design an itinerary and travel plan, aiming for diversity in the selection of places to visit and avoiding visiting several sites showing the same topics. It will make the trip monotonous.
- Design short and productive trips.
- Avoid unnecessary and long journeys. If a long travel is required to watch something unimportant, it generates fatigue and low productivity.
- Develop a recommendations guide for those attending the tour, covering aspects such as:
 - Recommendations of clothing and footwear.
 - Departure and arrival times and places.
 - Recommendations on foods and beverages consumption.
 - Coexistence agreements and behavior rules during the tour.
 - If there are special recommendations to visit specific sites, they should be previously documented and shared with the participants.
 - Design a tour guide with questions about visited places, group activities and hand it in to participants to be filled out.

The tour guide helps the group to stay focused, guides participants to important aspects that must be seen in each place and contributes to get the maximum of the activity.

When there is no proper tour planning and participants are not committed to achieving proposed objectives, this method of training is distorted and becomes a recreational tour.



Execution

Set up a meeting in which participants are informed about proposed aims, the tour and places to be visited. Also, hand in tour guides and make necessary recommendations to assure success in the activity.

In each visited site the following visit structure must be developed:

- The activity begins when all members are prepared.
- **Introduction.** The facilitator thanks to the staff and producers of the visited place for their willingness and gives to the group short and specific information about the place (location, owners, and general topics to be observed).
- **Direction.** Persons attending the visit give guidance to the group. The facilitator is attentive to complement their participation.
- The facilitator exerts his leadership to keep the group alert in the specific activity that brings them together and prevents the audience to get distracted, preventing delays in the itinerary.
- **Abstract.** At the end of the tour in each site visited, promote the creation of a summary of key aspects.
- **Breaks.** If there are free times during the tour for food consumption, resting, etc., It should be emphasized the importance of being ready on time and on planned sites.
- When tours take several days, it should be emphasized that nights must be used for resting and restrict at maximum the consumption of alcoholic beverages.
- **Final socialization.** After the tour, a meeting or experiences socialization is developed where participants share their perceptions and, if possible, present their contributions to people from community who did not attend the tour.



Key aspects for success

- Maintain group leadership and coordination so that it remains concentrated and prepared to meet the proposed objectives.
- This method involves a significant investment on time, and economical and physical resources. That is the reason why it is required to be very effective in achieving significant benefits in the educational process.
- Be careful in coordinating contacts in the places to be visited, regarding to the purpose, who the participants will be and, the aspects to be observed. It also must be considered how this activity is articulated with the general training plan, which information is important to obtain before and during the visit, and how to use the observed experiences in particular situations.
- The places visited on the tour should provide meaningful experiences to the group of participants.
- It is essential the participation of people in charge of places defined to visit.
- Planning a productive and impressive tour for producers not necessarily implies to travel very far or visit other regions; tours can be planned in the same municipal rural settlement or villages to farms showing good results.
- The success of the method lies mainly in the facilitator's effort for an appropriate planning process, and places and learning experiences selection that will be shown to the group.

2.10 FIELD DAY

The field day is an experiential training method in which, using the facilities of a farm, experimental station or geographic region, large groups can be addressed, through training stations or bases with topics articulated directed to develop a central topic. The field day links different training methods and tools.

This method has the following advantages:

- Allows reaching a large number of people through the formation of subgroups from 15 to 20 people that make a tour through the proposed bases.





- Optimize valuable human resources (trainers, researchers) who have limited time availability.
- Integrate the knowledge, skills and specific strengths of a facilitators group from one region for developing a specific topic.
- Optimize valuable human resources (trainers, researchers) who have limited time availability.
- Motivate participants as becomes a meeting point and of experiences exchange for participant communities.
- Its methodology enables the development of a recreational experience, with fair environment, that integrates knowledge with enjoy and recreation of participants.
- Contribute to strengthening social fabric of communities through participation in event organization.
- As these events bring together a large number of people, it is ideal for inviting important figures who are of general interest for communities.



Application possibilities

Field days are mainly scheduled when big groups want to be attended and to take advantage of specific aspects of the place where the activity is carried out.

According to this, a field day is scheduled for:

- Visit a model farm that shows, in an integrated way, an efficient management of its technical, administrative, marketing and, personnel management components, etc. In this case, the bases must be designed for the audience to know and, if possible, interact with the components that contribute to success.
- Visit an experimental station wanting to show different management alternatives, research advances, programs for rural communities, among others.
- Show results of educational and technology adoption processes in different communities.

- Make exchanges between groups of producers to announce their progress in the management of their farms.



Preparation

This training method takes more time in the planning stage than any other method because of the magnitude and impact on the number of participants and people involved.

Aspects:

- Have a clear objective of which is pursued with activity.
- Define the main topic and divide it into sub-topics that will form the bases or work stations.
- Define time for each base or work station, as well as traveling times between them. Not to do proper planning of this aspect can generate delays and setbacks that weaken the motivation of visitors and affect the achievement of objectives.
- Plan the stations considering knowledge level, group heterogeneity, learning needs, and participants profile. The bases must be complementary and motivating.
- The contents should be designed taking care of not repeating subjects in different bases, as this would generate lack of interest in the audience.
- Define the human team required to attend the training event. The persons responsible of each base must be differentiated, as well as support staff and guests, if required.
- Distribute responsibilities and functions for each team member so everyone is clear about their role, responsibility and participation level.
- Select the right places for locating each base or work station, considering aspects such as comfort for the audience, easy access, equidistance between stations, and favorability of chosen place for topic development. In many places, it is necessary to make adjustments to the place that will be used, to facilitate the comfort of the audience and avoid negative impacts.

- Make a list of required logistics, including transportation, maintenance, catering, signs, needs of the support group, etc.
- Evaluate compensation measures for negative impacts generated on the farm during the event, such as deterioration of roads and parking places for vehicles, accidents that may occur and involve infrastructure or natural resources in the selected place, among others.
- For the field days that include participation of farmers' children, consider planning some bases for young people that can be recreational and educational at the same time.
Draw a map with the location of the following places:

- Parking lots.
- Place for participants' registry and welcome.
- Food areas.
- Bathrooms.
- First aids.
- Location of each base or work station.
- Demarcation of roads and trails that connect the bases.
- Locate the map on the board in a visible place where participants can read it.

The map is also a tool for locating all staff responsible for the training event.



Realization

Steps or moments of a field day:

- Guests' transportation to the place of the activity. If transportation is assumed by the event organization is recommended to hire an accident insurance.
- Registration and welcome to participants.

- General induction to the event. A short activity can be made to all participants in order to:
 - Present the objectives of the event, the key points to deal and some details of interest.
 - Show to participants the map of the farm or chosen site and the specific distribution of bases.
 - Explain the work methodology in the field day.
 - Form the subgroups that will visit each base.
 - Provide general recommendations for the event.
- Location of each subgroup in the base or work station and beginning of the tour (rotation).
- Closing station. Answer to questions, definition of commitments, and delivery of support material.
- Overall assessment of the activity.



Key aspects for success

- Make a good planning and distribution of the available time. Delays in guests' arrival or the start of activities, troubles with rotation between bases or in food service can lead to serious problems in the event development.
- Have the working bases duly prepared before the groups' arrival. In some cases, it is desirable that the support group goes to the event location in the previous day for assembling bases.
- Make a conceptual and methodological approach of the event to avoid monotony, information repetition and motivate permanently participation.
- Involve the invited community in the event organization. Community leaders can be part of the bases or event logistics, the community can provide some resources for the field day or be in charge of presenting topics or experiences according to field day objectives.



- Have an adequate and prepared space for each of the bases, so that all participants are comfortable and can obtain the desired information in a clear way.
- Guarantee that participants can return to their origin places in the agreed times.
- As with other training methods where producer farms or institutions farm fields are visited (demonstration farms, experimental stations), it is very important to give credit and thank the owners and managers for their link to the process. Similarly, efforts should be made to generate the least negative impact but, if it would happen, compensation measures should be planned.
- This will help in the future for continue working in these spaces and have good acceptance from their owners.

3 TRAINING TOOLS

The training tools are teaching aids or didactic forms that the facilitator can use for the information or message to be adequately transmitted to the producers.

The word didactic refers to the things that make easier the teaching-learning process. This chapter highlights the fact that humans receive all the material they learn through their sensory organs.

Any single thought, learning or knowledge has been received in a way different from their senses (everything that comes to mind, has previously been heard, sniffed, tasted, seen or touched). Training tools facilitate learning because they allow training message to stimulate different senses or channels.

In a training session it would be ideal to use different tools that stimulate different senses. This is especially useful because:

- Each person has, if we can call it that way, a preferred sense to learn (some people learn listening to information, others by watching how to do something, others prefer practice, others like to express their points of view...). By using multiple tools, the access to multiple ways preferred by group members to capture the information is granted.
- It makes easier to reach higher learning levels in the group.
- It gives variety and joy to training sessions.

In this chapter, only few tools are described, which are not the only neither the most important. The facilitator with his enthusiasm and creativity can propose and construct others.

Some training tools are:

- Written documents for the group to read and study the subject in depth.
- Metaphors and analogies.
- Projection of videos and films that stimulate learning through vision and hearing.
- Presentation of drawings, maps, graphics, photographs.
- Using music and artistic skills of the group (ballads, sung poetry, verses, acronyms ...)
- Games that broaden the group framework and offer possibilities of having different experiences.

3.1 DIRECTED READINGS

The main objective of this tool is to generate, through reading, sessions for discussion, analysis and group reflection. Through directed readings is possible to:

- Solve any doubt generated in the training session or previous activities.
- Go deep in the knowledge of a specific topic.





Application possibilities



This tool can be used in training sessions in many ways, among which are:

- As an introductory reading to a subject that will be the theme of a practice.
- As reading for an in-depth theoretical knowledge in a subject, at the end of the training session.
- Can be used to work in subgroups, so that after the reading, each group can make its presentation to the entire group.

In reading preparation is recommended

- Clearly establish the reading purpose. Do not perform readings or any other activity for “time filling.”
- Select documents directly related to the subject of work session.
- The selected documents must agree with educational and knowledge level of the group. The facilitator must ensure that the used language is clear and understandable.
- Is recommended to work with short documents, from which maximum benefit can be extracted, rather than lengthy documents that consume much of the meeting time and are not very productive (in these cases it is possible to make changes or adjustments).
- The facilitator should check his knowledge of the document before handing it in, and also his ability to solve questions related to the reading.
- If questions will be formulated to participants during the session, they should be prepared in advance.

Suggestions for directed reading



- Execute the activity in a timely and predefined moment.
- Use a loud voice and a modulation that maintain the participants' interest.
- If reading is made in subgroups, verify that the contents are being understood.
- After the reading, ask for content comprehension, clarify doubts or submit the question for group discussion, depending on activity objective.
- Give credit to the document author.
- When the document has differences from the concept that the facilitator is developing, it must be clarified and also explained the reason for using the methodology (to generate discussion, to show other points of view, etc.).
- The facilitator must pay attention to the person in charge of reading aloud to the group, to be sure that everybody can listen and understand.

3.2 PARTICIPATORY DRAWINGS

Participatory drawings are of the graphic tools type and, with their use participants can develop drawings, express their opinions about pictures and drawings shown by the facilitator, or interpret what they see in a picture or series of images. Drawings are useful to encourage individual or collective expression in a training activity.}

Under this name, sheets, photographs, drawings, paintings, among others, are grouped. They are used to make communication easier, more effective and interesting.

Benefits and advantages of its use

- It is a very useful tool for working with groups or people having communication problems due to social or educational (cannot read or write) factors or when oral expression is not their "preferred" way to participate.





- It is very useful in cultures with strong visual traditions, which is demonstrated in the common use of paintings or decorations in many situations of social and family life.
- The participatory drawings and dialogue that is generated around them, allow encouraging creativity and participation of those attending the activity.
- The use of participatory drawings facilitates learning and the development of observation and analysis skills.
- It is an inexpensive tool that can be used in different activities.
- The participatory drawings can be used on an individual basis, with small groups (maximum 5 persons) or in large groups through the formation of subgroups.



Tool Use

- At the beginning of the activity the purpose and focus of the drawings to be constructed is explained. It should be clarified that it is not about assessing the artistic skills of the group or producing a “work of art”, but the expression of ideas with a drawing of each participant, about the subject under discussion.
- Space for people to start working is arranged. Considering whether the work is individual or in a group, suitable materials are delivered and enough time is allocated to develop the drawing. It is important to enable that collective work evolves according to its own dynamics. If the aim is to know the group point of view, it is not convenient to make suggestions or take part in the construction. Many times, it is enough to deliver the materials for the group or people to start drawing.
- In work group, the facilitator should encourage discussion about the single objects that will be incorporated into the drawing, so as all ideas are taken into account and the final result would be the product of consensus and not of creativity and expression from the group’s good drawer or

“dominant” leaders.

- Once drawing is finished, a time interval is assigned to the group to dialogue and make the analysis of work.
- In presentations and discussions about drawings, the facilitator should be careful to highlight the different objects in the picture, inquire and explore about interpretations and interrelations.
- The facilitator should also encourage the authors to use the created drawing to decorate their homes. In this way, a sense of belonging is promoted, and self-esteem and the value of individual and community construction are favored.
- When facilitator presents to the group picture cards, drawings or photographs as visual aids is recommended:
 - The picture card selection must be done in accordance with the specific objectives of the lesson, so they determine the number and type of picture cards.
 - The picture cards must be adapted to the educational level of participants.
 - It must be showed in the right time.
 - The observation must be directed by the facilitator, with the aim of focusing producer attention in the interest points. This aid teaches how to interpret characters, attitudes, scenes, etc.

The following suggestions may be helpful for the preservation of picture cards.

- Protect it with cloth, cardboard or wood.
- Sort it by themes and sizes.
- Organize a file for its control.

3.3 PRINTED MATERIAL

In the context of this guide, this tool is defined as any written material that is prepared to support, strengthen, deepen and support the teaching-learning process during training or after them.





Application possibilities

The printed material is a tool that can be used in many ways, among which are:

- A document which sets out the main concepts and contents of the theme may be handed in to participants, working as a training report. In this case the producer takes with him the information and can consult it later in the farm. If blank spaces are left in the “reports” for taking notes, the producer can complete the information originally included.
- If preparing a questionnaire or guide for the producer to complete during a working session (demonstration method, field day, tour, etc.) the material reinforces the process and is part of a specific training method.
- Another possibility is to hand additional materials for in-depth readings, which are useful for self-taught and self-motivated producers who like to go beyond of what is done in the sessions.
- For different training methods, printed material must be prepared and it is part of the working session, as written documentation for case study, scripts for dramatization, tables or specific information for workshops, among others.



General recommendations for its use

The facilitator must:

- Use a clear and simple language, appropriate to the level of people who will use the material. If reference to technical terms or words that may be beyond the everyday vocabulary of the users is needed, is useful to include a glossary of terms.

- Be specific when writing, highlight main ideas and construct short ideas and paragraphs. It must be considered that many producers are not familiar with the habit of reading.
- Assess the relevance of the information that will be provided and handed to participants.
- Previously define the right time to hand in the prepared material (during the meeting, at the beginning or at the end). The delivered material must fulfill a target and not become a distraction element in the training process or, in the worst-case scenario, “padding”.
- Before handing in the documents review that their paging is correct.
- Ensure that material does not have content, spelling and typing mistakes.
- When the delivered information comes from an author, the data sources must be quoted (author and text).
- Prepare enough copies for all participants or working groups, according to the activity to be conducted.
- Give instructions for proper use of material when handing it in.
- The audience should be asked about the understanding of the information and solve questions that may arise. No material should be handed in to users until they understand its utility during or after training session.
- When using material within the training session, the facilitator must ensure that the tool is fulfilling its objective. Otherwise, the required adjustments must be made and facilitator must be resourceful for solving problems.
- The information provided in writing must be articulated with facilitator’s exposition (ensuring that is the same message). There have been situations in which the facilitator gives a recommendation which is far or against of what is said in the delivered written material.
- This kind of situation creates confusion and distortion in the training process.

3.4 POSTERS AND FLIP CHART

This visual tool of communication has been widely used especially for its versatility, cost and ease of use. It consists of sheets of paper that are placed on a flat vertical surface (tripod, wall or table), so it can be easily observed by a group of 25 to 30 people.





Advantages and application possibilities

- It is an eye-catching tool for people who are very visual.
- It is used for taking notes during the training session and presenting the notes to participants at the same time.
- The sheets can be prepared in advance (Posters) and also developed in a better quality paper for their use in different training events.
- A third option for its use is when work is assigned to subgroups. Sheets are delivered to each one for including and presenting in a written and ordered way their conclusions to the entire group.
- In the three previous cases, it is recommended to keep the material and use it as work record.
- The flip chart is useful to recall topics discussed during the training session because, unlike chalk boards, the drawings made on paper are permanent and there are no risks of removing what is written.
- Writing in an organized way during topics development, acts as a guide for participants on main ideas and how to take notes in their notebooks.
- It can be easily transported and installed anywhere (e.g. on a wall).
- No special equipment is required for its use.
- The paper can be used in vertical or horizontal direction, as required.
- It is an inexpensive tool.
- It is suggested to use this tool as an alternate plan to slides or computer presentations. In this way, if the equipment does not work or a failure in the energy source occurs, there are tools to carry out the scheduled training activity.



General recommendations for use

- Place the poster in a visible place so that all participants can see it.
- Write a large, clear letter, and in print.
 - It is recommended to write up to seven lines in the poster and seven words by line.
- Use bulleted lists to differentiate ideas.
- Use dark shade marker pens (2 or 3 colors) for taking notes. The colors can be changed to distinguish ideas. Prevent the posters of having many colors.
- This tool is useful in closed spaces and for groups of less than 30 persons.
- When the facilitator uses this tool for taking notes during the training session he must consider the following recommendations:
 - Notes written during the meeting should be about important things that should be recorded (product dose, fertilizers names, and summarized steps of an activity), keywords, sub-themes titles, participants' contributions. In all cases, they must be very specific and clear:
 - When the tool is used to record group contributions it encourages and stimulates participation (the group note that their opinions are taken into account).
 - Avoid writing and talking at the same time.

Quando el facilitador prepara y elabora los contenidos de las carteleras previamente a la sesión de capacitación, debe tener en cuenta:

- Make an outline of what will be written on the poster: title and subtitles, ideas, important graphics.
- Make a clear, balanced and attractive distribution of ideas that will be included in posters.
- Titles should be short and striking. The use of capital letters and underline is suggested.
- Deletions and amendments should be avoided because they

affect the aesthetics of the material.

- Use a letter size that can be seen by all participants taking part in the session.
- Preferably develop only one topic or idea per sheet.
- List each prepared sheet and have it ready in the flip chart before starting the meeting.

Some technical parameters of development are:

Unity: is the continuity in letter type and color that should prevail in the development of a theme or subject. To keep the unit it must be used a basic color (black, blue) in the text and should be used from the beginning until the end of the presentation. In titles should be used a color that contrasts with the text color (red). For key words or those within the text another color will that highlights itself will be used (eg, green or blue, if the text is black).

Symmetry: is an aspect to be taken into account in the distribution of the page. Not always a perfect symmetry is recommended, but keep the balance in text distribution which is achieved through practice and experience.

Proportion: When preparing work material it must be considered to maintain the same proportion of size font or text and titles in all the posters, as this plays an important role in the flip chart presentation.

Contrast: This consists on highlighting the text of key points through the use of colors, underlining or by changing the font.



3.5 PRINTED FLIP CHART

It is a visual communication tool comprising a set of sheets or pages that can be bound by rings or one of its sides and contains printed messages, texts, photographs, drawings, and graphics, among others. These are presented to the training group in a sequential, structured and logical way.

This is one of the widely tools used in the rural context because of its cost, versatility and ease of transport and handling. Some advantages are:

- Allows the facilitator to follow a logical sequence in the development of topic content.
- Allows the combination of spoken messages with visual and text messages, making easier for the audience to understand the content (using different channels).



- Allows the illustration of ideas or written messages with drawings and photographs.
- The use of special environments or equipment is not required.
- It is easy to be designed by facilitator.
- It is durable, if properly managed and protected, and can be used in many training activities.
- It can be made with different materials, depending on the available budget, use and durability wanted.



Application possibilities

- It is a very useful tool for presenting information in a sequential way, processes, and steps series.
- It can be used to show a photo sequence which illustrates a change process.
- When working in subgroups the flip chart can be handed in with blank sheets for each subgroup to build it and socialize the topic with the group.
- This tool can be used in working sessions with one producer or groups of maximum 20 persons.

Before using the tool the following aspects should be considered:

- The sheets size depends on the size of the group and of the environment where it will be used (auditorium, producer's home, farm). For small groups (up to 5 persons) flip chart may have small sheets, and for larger groups (6 to 15 persons) can be half or an entire sheet.
- Good quality striking images and photographs should be used.
- For content management, recommendations for posters development must be considered, emphasizing that the text in this tool should be minimal.



3.6 MAPS

Maps, drawings, and topographic profiles are graphical tools that allow a group to make representations, diagrams, drawings, schemes and models of an interest area (farm, municipal rural settlement or village, micro-basin, region). These graphical representations may be related to a single topic (soils, forests, water resources, crops, or erosion problems) or they may have different topics, depending on the proposed training objective.

Such tools facilitate group expression, stimulate creativity, and promote group discussion and collective construction.



Some advantages of maps:

- Promote learning in a striking way through visual channel.
- According to the proposed methodology, allow to all participants to participate in their construction.



Application possibilities

- Development of diagnostic or bio-physical characterizations of farms, micro-basin, regions or villages. In this case, the community shows in a graphic way the reality of study area.
- Record and follow up of changes that occurred in a farm or region, during the execution of a project of management practices learned in training sessions, while developing community work, etc.
- Support for teaching topics such as pests and diseases distribution in a plot or a farm.
- Mapping of soil use and fertility, and use and management of natural resources in general.
- Identification of problems and natural hazards, and description of possible solutions.
- Comparison between a drawing of agricultural production in a region and a map of existing and potential markets.
- Educational assistance for the facilitator to display items of interest. These cases do not correspond to construction by the community, but are prepared in advance by specialized institutions (soil, forest, micro-basin maps, among others).



Issues to be considered:

- The facilitator must define the use that will be given to the map, whether he is going to show constructed maps, or on the contrary, the maps will be constructed with the support and active contribution of participants.
- When used to present a topic, consider that maps must have an adequate size for the audience to observe them. Also analyze their table of symbols (existing conventions) and how the tool will be presented to the group so they understand it.
- When drawings or sketches will be made with the participation of the attendees, make a list of required materials (paper, markers, and colored pencils).
- You can also have drawings, pre-elaborated symbols and defined colors to identify areas (forests, water, fields, buildings), with the aim of facilitating work during the training session.
- All these aids should be considered in the planning stage so the tool will accomplish its function of assisting and facilitating work. Sometimes, very good tools end up losing their impact on the training session due to the lack of planning.
- Maps should be made in lasting materials so they can be kept and used in other work sessions.



3.7 CALENDARS

Also called schedules, are tools that can be used in the training process to teach farmers how to plan and execute the time planning and tracking of their activities. In addition, allow the interpretation of problems and needs at different stages of the production cycle.



Uses and application possibilities

- It is useful as a tool for expressing in an organized and graphic (visual) way the agricultural activities, cultural tasks (planting, fertilization, weeding, etc.) and non-agricultural activities which are normally developed in different months of the year.



- It is used to record important physiological events that must be taken into account in a crop cycle (germination, flowering period, fruiting, etc.).
- It allows to relate the annual cyclical activities with climatic and meteorological phenomena (periods of rain, drought, frost and, moon phases).
- Allows the registry and projection of management and administrative tasks of the farm (training, employee vacations, payment of commitments, tracking to staff, etc.)
- Schedules allow time projections of events and activities as:
 - Climatic periods that favor development of pests and diseases.
 - Seasonality of labor availability in a region (especially for the harvest season).
 - Historical trends and records (time line) that help to obtain a historical understanding of the sequential changes of a farm, a training group, a farmer and his family, in relation to particular points of interest (implemented practices, developed projects, taken decisions). The timelines are very useful tools to teach farmers how to plan.
- Introduction to work methodology.
- Formation of learning subgroups (maximum 5 persons).
- Deliver the materials needed for calendar construction (it is suggested to deliver cards with convention drawings to be located in the calendar by the group).
- Construction of calendars in the assigned time.
- Subgroups presentation of their work, and discussion and analysis to define a schedule agreed by the group.



Preparation process and tool management

After defining training objectives and verifying that the topic will be developed as scheduled, a proposal is made describing the use that will be given to the tool.

The calendar is made with the active involvement of participants. In calendars, weather phenomena (periods of drought, rain, wind, frosts), moon phases, the development of pests, diseases and physiological events in a given crop are recorded. The following steps are followed for their creation:



3.8 AUDIOVISUAL MEANS

With technological development of recent times, efficient equipment has been generated in the field of education that has multiple possibilities for its use in training activities. These equipments are becoming of easy access for institutions and over time it will become of daily use.

In the description of this training tool, as equipment are considered: computer, video beam, overhead projector, tape recorders, and film and videos projectors. It is important to clarify that the equipments have different technical specifications that must be known by the person who operates it.

Next, some general handling recommendations for application in training activities are made.





Advantages and application possibilities

- Audiovisual tools allow the preparation of an excellent quality presentation that stimulates different perception channels of the audience (vision, hearing).
- They represent a useful and appealing complement for any training method as long as the equipment can be operated in the event place (power source is needed).
- Current equipment allows the projection of very good quality images.
- With good sound and image amplifier equipment large groups can be attended, something hardly to achieve with other tools.
- The possibilities of the existing communication systems allow the development of activities without the presence of facilitator and other specialists on the place where the group is met for training (TV and video conferencing, virtual forums, etc.).



General recommendations for its use

The facilitator must:

- Bear in mind that tools are a complement not a substitute of training process. (Many facilitators think that showing a good video or PowerPoint slides is enough to develop a good learning process). Be sure to know how the equipments function before the activity, or
- coordinate the support in its operation of a trained person. Verify that in the training place there are the required energy
- connections to operate the equipment. Try to keep the lights on in the room where the event is taking place.
- The lights off are an invitation to passivity and demand a greater effort of participants to pay attention. Install and test the equipment before starting the meeting.
- Check the sharpness of presentation projection, that can be seen from
- anywhere in the room, that it fits completely in the screen and that

there are no obstacles that obstruct visibility (Flip chart, for example).

- When designing slides (PowerPoint or transparencies) is recommended to keep in mind the following points:
 - Design simple presentations.
 - Distribute the space properly, leaving empty spaces, without charging in excess the slide with information and images.
 - Use light backgrounds to help letters visibility and avoid vision fatigue.
 - Make a consistent slides sequence, articulated and not a "patchwork quilt".
 - **Maintain** a horizontal orientation for all slides.
 - Use only key words and phrases. Do not transcribe texts but present a summary of what is going to be said.
 - Maintain continuity in the presentations, creating a template that includes the same background type, color and font sizes throughout the whole presentation.
 - • Avoid changes in format (do not use different background colors).
 - • Use font sizes ranging from 24 to 48 points.
 - • Highlight the most important phrases in bold.
 - • When using background images or pictures, do not deviate people attention ensuring that the contents of the slide can be easily read.
- Regarding to the content of the presentation the next must be done:
 - Maintain a logical linear sequence (do not mix ideas).



- Use one idea per slide. Where topic is very extensive, divide it and put each small idea into different slides.
- Support the text of the slide with pictures, graphics and related images.
- Use good quality images.
- It is recommended to write up to seven lines in the poster and seven words by line.
- Do not exceed the number of slides. Many facilitators include too much information into a presentation, making it long and bored.



3.9 PUPPETS THEATER

It is a training tool that allows the development of a specific topic through a script, a small theater and the manipulation of characters or plastic figures (puppets).

Puppets are recreational and scenic kind tools that have been widely used for education with children and adults in many contexts. However, before using them, is convenient to inquire about their acceptance in the community or specific group, because some people might feel uncomfortable (childish or ridiculous) in a training session that includes this tool.



Application possibilities

This tool provides an opportunity to submit tales or stories that can address various topics related to attitudes and behaviors of individuals. In this case, assembled characters have to show these attitudes and behaviors (it may be contrary characters where one displays positive side and the other shows negative side).





- With puppets' help, real life situations of communities can be showed. In this application characters show different realities that can then be analyzed by the group in a workshop.
The use of puppets to develop topics related with people behaviors and attitude in an informal and recreational environment, gives the opportunity to show realities without hurting sensitivities and affecting empathy between the facilitator and the group which would probably happen with other tools.
A methodological option is to hand in puppets and materials in the training session to encourage group participation and to make that participants assemble presentations. This application is useful to know the reality of a community, the characters that interact, and the perception they have about a topic. The advantage of using puppets in these situations is that the character (puppet) protects the author of ideas without exposing him to the group. It is important to consider that in many communities people are reluctant to participate openly. In some cultures, with theatrical customs and traditions, or that enjoy scenic demonstrations, puppets have high acceptation level. Puppets can be used in activities that
- gather the family (field days for example) or in activities with children of rural communities.
They can also be used as tools to break the ice, encouraging participation from dialogues between the puppets and the group or from questions made by puppets to the audience. In the latter situation puppets are not limited only to tell a story to a "passive" group, but are beyond the scope of interaction and dialogue (as desirable in the rural training processes).



Preparation

Before implementing a training session with puppets, the following recommendations should be taken into account:

- Before implementing a training session with puppets, the following recommendations should be taken into account:
- Make sure that the tool will facilitate the subject development and the target achievement of training activity.
- Define how the tool will be used in terms of interaction with the group. If it is about a story or dialogue between the puppets, make the script and assembly of characters. If it consists of dialogue and interaction between the group and the puppets, in addition to the script and characters, it should be clearly established how the puppets and the facilitator will lead the interaction to achieve the objectives (if is by means of questions they should be prepared in advance).
- Make a list of puppets (characters) and stage needed to develop the topic, ensuring their availability and if a sound amplifier would be needed due to group size and place conditions.
- Evaluate the need and availability of human resources to put the puppets on stage, taking into account that preparation and rehearsals could be needed before the training event. This would be helpful for people who operate the puppets to improve their technique and communicative quality in the use of the tool.
- Keep in mind that the puppets and the stage can be built with local, recyclable, and inexpensive materials.
It is very important to make the presentation to a test group, with the aim of having feedback about the subject, message and history, and have the opportunity to improve the tool.

 **Ejecución**

Following aspects should be taken into account:

- Choose a suitable site which allows the installation of assembly for the presentation.
- Ensure that all participants can see the stage and listen clearly to the puppets.
- Have a support person out of the stage to observe these aspects and the group attention with the aim of delivering feedback to the facilitators (or people operating the puppets) during the session and sort out undesirable situations.
- When puppets are handed over to the group to stage their presentations, enough time should be given for the preparation.
- The facilitator should monitor the groups and motivate them.
- At the end of the training session, the methodology and the use of puppets should be evaluated with participants to find out if it made easier topic understanding and development.



3.10 USE OF CARDS (1)

As has been raised throughout this document, in educational processes with adults who have previous experience and knowledge, the participation of group members must be encouraged. One technique used to facilitate participation in knowledge construction and the topic development is the use of cards (a technique originally used by the Institute of Cultural Affairs ICA, quoted by Universidad Tecnológica de Pereira, Colombia). Below, some important aspects for applying this technique are described:

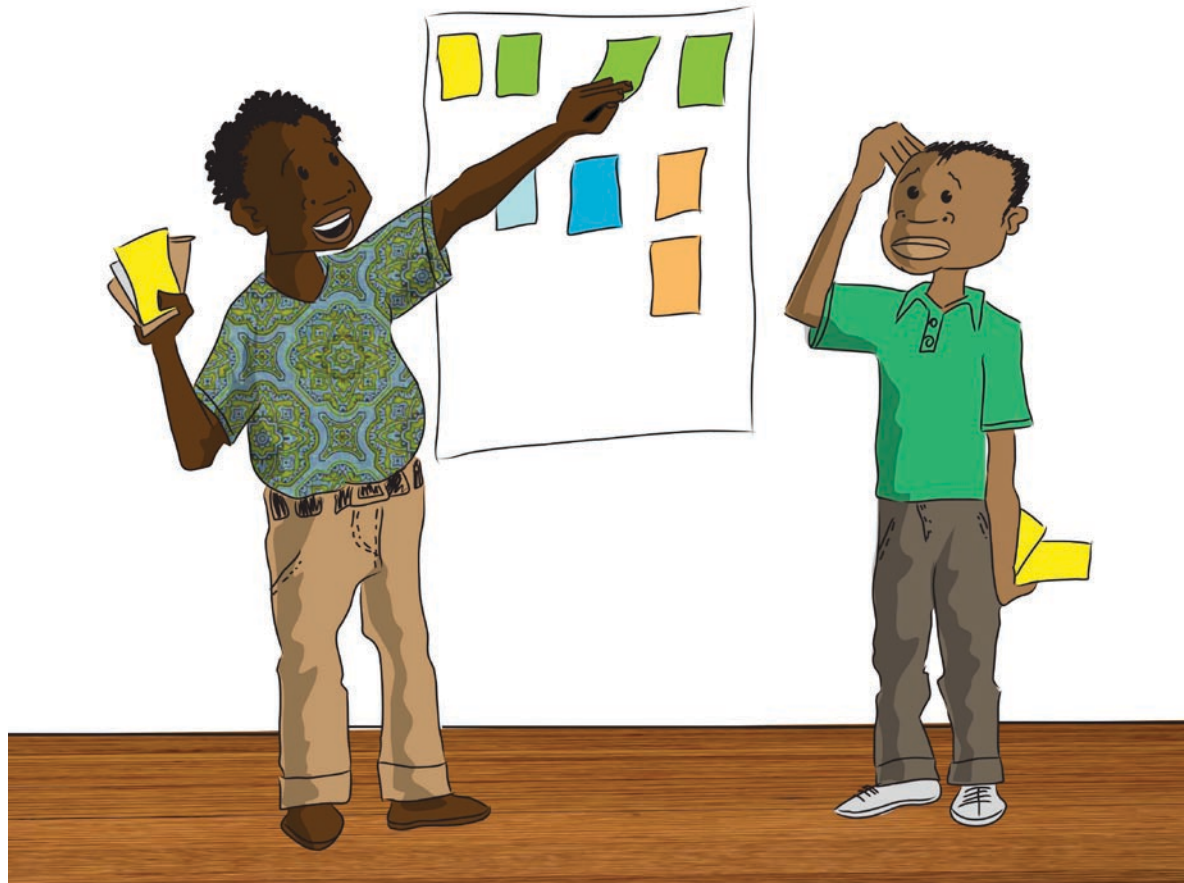
Required Material

Cardboard cards of different colors and different sizes (10 x 14 cm, half sheet, 5 x 7 cm, a quarter sheet).

A surface to stick cards (board, flipchart or wall).

Adhesive tape to stick cards.

Thin tip markers to distribute among participants.



Procedure

Method 1:

- An initial question is previously written, which is proposed to the group and is located on the top of where cards will be stuck.
- Subsequently, each participant writes its answer, using only one card for an answer, and sticks it at the site defined.
- All participants read the given answers.
- Then, the participants help sorting cards in groups according to ideas affinity, similar concepts and agreement points.
- A name is given to each card group according to the common characteristic or idea which identifies it. The names are written on larger cards and using different colors.
- The group ensures that all ideas have been grouped correctly and that there are no repeated ideas.
- With the resulting groups, it is possible to draw conclusions, take decisions or, develop a topic, according to the situation.

Method 2:

- An initial question is previously written, which is proposed to the group and is located on the top of where cards will be stuck.
- Subsequently, each participant writes all the ideas and answers that come into his head, using only one card for an answer.
- Each person chooses the best three ideas or answers and discards the rest.
- Couples of participants are formed, and from the three ideas selected from each person, two ideas or answers considered the best responses and representative of the viewpoint of the couple are chosen. If modifications to the selected ideas or answers must be made they must be written again in new cards.
- Each couple sticks their cards on the defined place.
- All participants read the given answers.

- Then, the participants help sorting cards in groups according to ideas affinity, similar concepts and agreement points.
- A name is given to each card group according to the common characteristic or idea which identifies it. The names are written on larger cards and using different colors.
- The group ensures that all ideas have been grouped correctly and that there are no repeated ideas.
- With the resulting groups, it is possible to draw conclusions, take decisions or, develop a topic, according to the situation.



TABLE 5. Observations for the development of teaching

- 1) Before using visual aids in a training session, it must be verified the clarity of the message they transmit.
- 2) Do not let visual materials within sight of the group while speaking on different topics. The information in the visual aids should be related to the message. They only fulfill their role when they give support and consistency to what is communicating
- 3) Visual aids should be easy to understand, with a clear message and legible. Do not use too many words; keywords are better than complete sentences. A very common mistake is to write too many words on a transparency or flip chart. It can be very difficult to understand the message from the distance of the room. In addition, participants spend more time to read than to hear every detail.
- 4) The amount of visual aids must be limited. Use them to support the explanations and not to impress the audience. Use them when words are not enough to deliver the message.
- 5) When presenting visual aids, always look at the audience and not to the image. Another very common mistake is to talk to the material, showing the back to participants.
- 6) Enough time and space must be given the public to get the visual information. However, do not allow them to look something that is not related to what is being talked about.
- 7) If possible, display the visual aids like in a gallery: stick them on the walls of the auditorium of room so that participants can analyze them quietly during breaks.
- 8) Many of the participants like to take notes during a presentation. It can be very helpful to make photocopies of the most important materials that will be presented and distribute them before the presentation or discussion. This allows the audience to concentrate on what the facilitator is exposing. This material could also include additional texts, case studies, etc. It is advisable to place it in a folder for each participant, so they can add their own notes and comments.
- 9) All the equipment must be reviewed before starting. Check all the slides and videos, the operation of the markers, make sure you have a bulb to change eventually, etc.
- 10) Do not rely solely on visual aids that require energy. If there are power cuts, the presentation must continue.

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