



# FOREST GARDEN

## TRAINING OF TRAINERS GUIDE

English-Anglaise



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# Acknowledgements



The Forest Garden Approach was developed by the team at Trees for the Future, drawing on 27 years of experience working at the grassroots level. The technical content referenced in this Training of Trainer's Guide was developed by Trees for the Future staff drawing on the experience, knowledge and technical resources from several partners, including the United States Peace Corps, Centro Agronómico Tropical de Investigación y Enseñanza (CATIE), ACDI/VOCA, the TOPS Permagarden Technical Manual, the International Council for Research in Agroforestry (ICRAF), the New Zealand Digital Library and LINGOs.

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# Introduction



Trees for the Future is dedicated to ending extreme hunger and poverty across Sub-Saharan Africa by revitalizing degraded lands using the Forest Garden Approach. The Forest Garden Approach, developed by Trees for the Future, diversifies farming systems with trees and food crops that meet subsistence needs and market opportunities. While conventional agriculture programs focus on one or few crops, the Forest Garden Approach is rooted in diversifying each farm with many food crops and thousands of trees so farming families will be self-sufficient in their production of food, timber and non-timber forest products.

This manual should be used in conjunction with the Forest Garden Technical Manual, the Forest garden Facilitator's Guide, and the Forest Garden Farmer's Workbook. Though this Training of Trainers Guide is designed for the Forest Garden Training Program, the methodology described in this guide can be used for any training program (nutrition, agricultural skills, health training, etc).

We look forward to hearing how this resource has helped you and how we can improve it. Feel free to contact us at [info@trees.org](mailto:info@trees.org).

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-The Team at Trees for the Future

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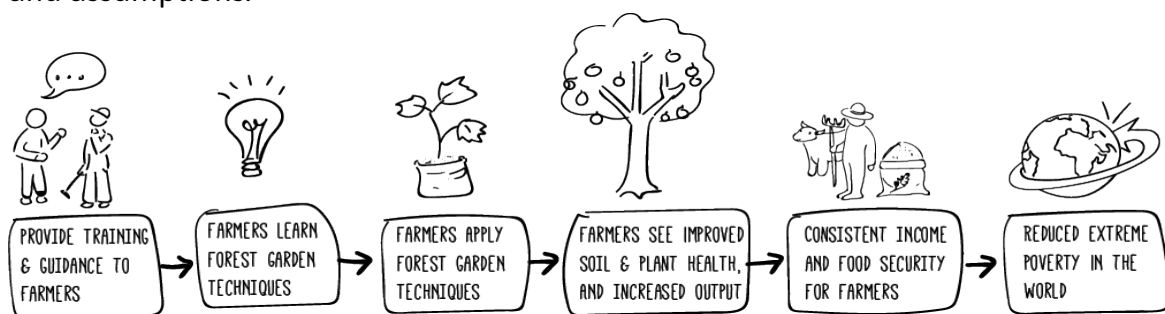
## Overview



Forest Gardens -- a multi-tiered mixture of trees, shrubs, and crops -- have a singular and unparalleled impact on improving food security and economic resilience of farming families. For example, TREES has helped farmers in the peanut basin of Senegal achieve a consistent 400% increase in their income after four years of cultivating their own Forest Gardens

Traditionally practiced farming methods tend to rely on one or two commercial crops. These methods either advance or do little to halt land degradation; are susceptible to crop failure; and result in inconsistent produce that can leave poor families vulnerable during lean months. In contrast, Forest Gardens promote a diversity of complementary crops, plants, vegetables, and trees. Cultivating this stable biodiversity empowers hungry families to grow their own food, creates more consistent income from the fields, and revitalizes degraded land by ending the battle between farms and forests.

At the highest level, the Forest Garden program is based on the following logic and assumptions:



The facilitator is the critical link connecting farmers to the potential of a better life provided by their Forest Gardens.

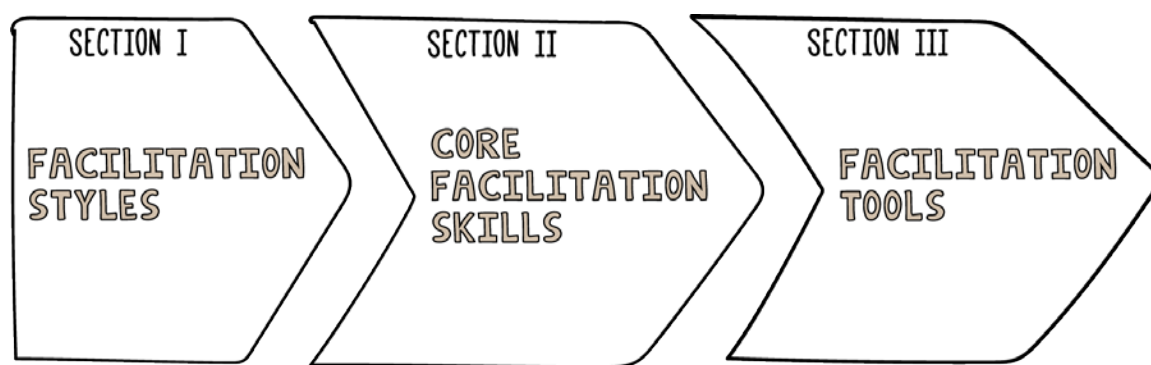
Over approximately four years you will help farmers protect, diversify, and optimize their fields. The initial phase -- stabilizing and protecting the field with fast growing trees -- is the most challenging. The trees need water, care, and investment in this initial phase. Poor farming families, often hauling water over

long distances and battling hunger, need to persevere through these first few years to start seeing results from their Forest Gardens.

The litmus test to being a great Forest Garden facilitator isn't just a well-executed workshop. It's building a vibrant community of farmers who can support and sustain one another through setbacks and get to the end goal of establishing Forest Gardens that are designed to meet their unique needs.

This Training of Trainer guide is designed for practitioners interested in facilitating the four year Forest Garden Training Program, and provides a grounding in the perspectives, tools, and skills necessary to do so effectively.

The guide is organized in three sections:



- **Section I, Facilitation Styles:** focuses on a continuum of facilitation approaches that can be matched to the group and the nature of the task to generate better results.
- **Section II, Core Facilitation Skills:** includes skills that are fundamental to engaging the learner, organizing the workshops, communicating effectively to the participants, managing the time and the agenda, and building a community that can adapt to its evolving needs.
- **Section III, Facilitation Tools:** offers tools and techniques you can rely on to solve for challenges, tasks, and activities that are shared across several Forest Garden modules.

If we think of the facilitator as a host organizing a big feast for a group, Section I (Facilitation Styles) informs the approach you will take to the meal - do you prepare the dishes in advance and invite your guests to a sit-down meal you will serve? Or do you invite them as co-chefs to prepare the dishes together as a community? Section II (Core Facilitation Skills) provides information on the skills you will need to organize the event and be an effective host. And finally Section III (Facilitation III) includes recipes for key dishes.

Our hope is that this Train the Trainer guide -- in combination with the Facilitator Guide, the Technical Guide, and the Farmer Support Guide -- equips you with the information and skills you need to create an engaged farmer

group, build their competence and confidence in sustainable agroforestry techniques, and foster the commitment they need to successfully create their very own Forest Garden.





## SECTION I: FACILITATION STYLES



### Leading Change and Facilitation Styles

In their article, [\*The Irrational Side of Change Management\*](#) authors Carolyn Aiken and Scott Keller (McKinsey Quarterly, April 2009) summarize research and insights related to why change efforts fail:

...when we choose for ourselves, we are far more committed to the outcome (almost by a factor of five to one). Conventional approaches to change management underestimate this impact. The rational thinker sees it as a waste of time to let others discover for themselves what he or she already knows—why not just tell them and be done with it? Unfortunately this approach steals from others the energy needed to drive change that comes through a sense of ownership of the answer. (p. 103)

For the Forest Garden program to be successful, farmers need to discover the benefits and value of a Forest Garden for themselves, and have the opportunity to adapt the recommended agroforestry techniques to their contexts. To enable this the Facilitator not only helps the farmers acquire new skills -- the role occupied by the traditional trainer -- but also helps them integrate a new way of thinking with their existing belief system, and ultimately helps them transform their farming practices.

This idea of the facilitator as a leader of change goes above and beyond the general expectation we have from the training role, and the more conventional training approach that relies on the one-way transfer of knowledge from the expert to the learner.

The facilitation styles covered in this section help you:

- Understand a continuum of facilitation approaches that you can use to create greater ownership within your farmer group.
- Discover your preferred facilitation style and ways you can add others to your toolkit.
- Learn how to best match your facilitation style to situational and group characteristics.

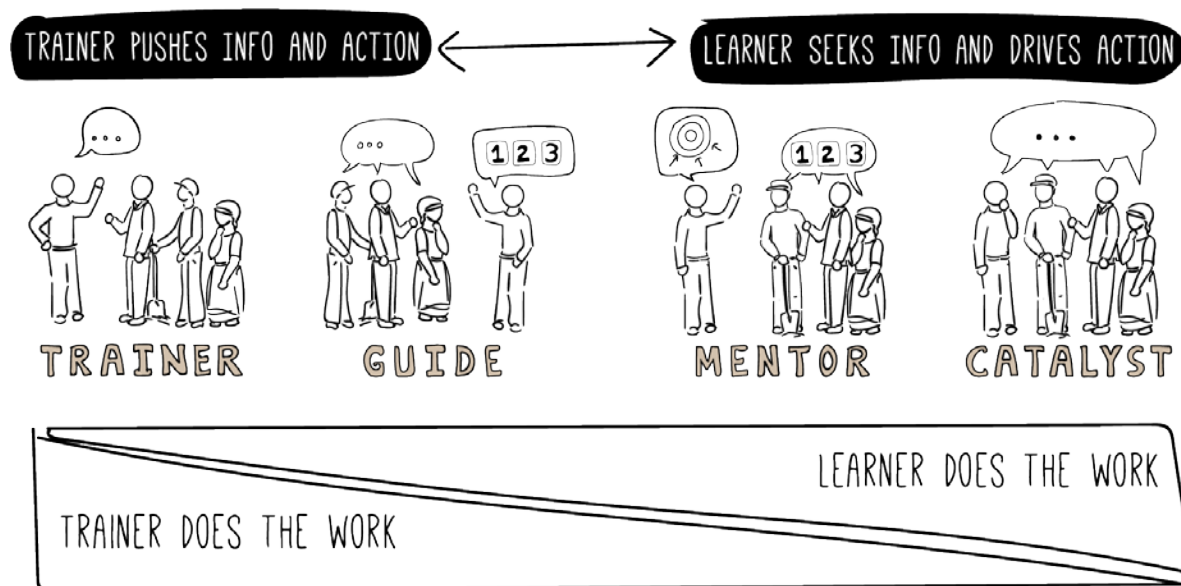
Before reading any further complete this [Facilitation Styles Survey](#) included at the end of this manual to learn more about how you respond to different facilitation scenarios.

## Facilitation Styles

Take a minute to think about your expectations of an effective facilitator. Now ask a colleague or a friend. Chances are your lists are somewhat different, based on your personal experiences and the role models you have seen. That's because in practice there is no single style of facilitating. Facilitators can employ multiple approaches along a "Push/Pull" continuum.

On one end of the continuum is "The Trainer" who has a strong "push-style" and assumes much of the work of facilitating learning and action in the group.

On the other end of the spectrum is "The Catalyst" who has a strong "pull-style" and focuses on creating a safe, inclusive environment where learners can self-discover solutions.



### The Trainer

**Summary:** An expert telling learners both 'what' needs to be done and 'how' it should be done.

### *What it looks like*

- The trainer tends to be an expert who employs telling and instructor-led teaching as their predominant techniques.
- It tends to be directive - defining both 'what' needs to be done and 'how' it should be done.
- The trainer does most of the talking, with learners doing most of the listening.
- There is limited room for discussion or feedback.
- This style demands compliance, which may or may not be forthcoming depending on how and when this style is used.



### *Outcomes and uses*

- The trainer-style can generate clarity on standards and straightforward tasks, especially when there is limited time.
- It is best used in urgent situations or when non-compliance can have serious consequences (e.g., a farmer about to use slash-and-burn to clear their field).
- It can be used in-the-moment for raising constructive feedback -- but is only effective in this context if followed up with 'the mentor' or 'the catalyst' style.

### *Disadvantages*

- Facilitating learning and action through telling is not effective at promoting genuine commitment from the learner.
- When used as the predominant style, especially over the long-term, it erodes engagement and can result in absenteeism or members dropping out from the farmer group.
- It is least effective with members who bring some existing knowledge of the Forest Garden agroforestry techniques, are confident, and motivated to initiate learning and innovation.

## **The Guide**

**Summary:** An expert defining 'what' needs to be done, providing options for 'how' it should be done - and seeking feedback from the learners.

### *What it looks like*

- The guide asks for input on the end goal and the best way to get there without giving up authority.
- This style tends to focus on the 'big picture', selling the vision of the Forest Gardens, and clarifying why the recommended actions matter.
- The facilitator is moving from telling as their predominant technique ('The Trainer') to persuasion.
- While the facilitator still does a majority of the talking - there is dedicated space for discussion and members providing input and feedback.



### *Outcomes and uses*

- The Guide style can be efficient in time-constrained situations, because the conversation has boundaries and the exchange is more structured.
- It is best used when introducing new topics, when followed up with other styles.
- It is effective with members who are specifically looking for guidance from the facilitator, and still building their knowledge of Forest Garden agroforestry techniques and their confidence in applying these.

### *Disadvantages*

- The Guide style runs the risk of missing out on creative ideas that might have been made available if participation were more open. Furthermore, buy-in on plans and decisions can be a challenge.
- This style fails to promote collaboration within the group, making it less likely they will identify and act upon market opportunities for collective action.
- It is less effective with members who bring localized experience in sustainable agroforestry techniques, are confident, and motivated to initiate learning and innovation.

## The Mentor

**Summary:** The facilitator focuses on defining 'the what' and provides advice and feedback as learners work to identify 'the how'.

### *What it looks like*

- The mentor focuses on defining the vision and end-goal, and encourages dialogue for learners to discover and identify the way to get there.
- This style has the potential to lead to high ownership for change. The facilitator gives up much of the control of defining the content, but still informs the options and decisions through proactive feedback and advice.
- The mentor is moving away from relying on their authority as an expert, and embracing the role of orchestrating discussion and collaboration within the group.
- The mentor invites learners to make decisions, listens carefully to members' ideas, and demonstrates trust in the capability of the group to identify a way forward.



### *Outcomes and uses*

- The mentor style generates shared solutions with greater buy-in from the group.
- It is highly effective in helping learners identify creative ways to localize techniques - a key goal of the Forest Garden program.
- It is most effective with members who bring some existing knowledge of the Forest Garden agroforestry techniques, are confident, and motivated to initiate learning and innovation.
- It promotes collaboration within the group, making it more likely they will identify and act upon market opportunities for collective action.

### *Disadvantages*

- The mentor needs to feel comfortable giving up some control and must be willing to commit to a process that takes more time.
- This style is less effective with learners who lack critical information and are specifically relying on the facilitator for guidance, and for members who do not have any prior knowledge of Forest Garden agroforestry techniques.

## The Catalyst

**Summary:** The facilitator focuses on creating a safe, inclusive space where learners can define ‘the what’ and ‘the how’ through self-discovery and collaboration.

### *What it looks like*

- This style can lead to high ownership for change. The facilitator gives up control of the content. Instead they focus on the process by which members identify challenges and solutions.
- The facilitator fosters joint problem-solving and collaboration by using open-ended questions, active listening, and helping the group create shared norms and expectations.
- Participants work together to create their agenda, define the issues, generate options and ideas, and identify the path forward. The facilitator provides structure to this group process.
- The catalyst sees mistakes as learning opportunities, and helps the group view them the same way. Their goal is to create an agenda for long-term change by building self-awareness, clarity of purpose, and a sense of personal vision.



### *Outcomes and uses*

- When successful, this style is most effective at creating ownership and facilitating transformative change.
- It is best used with members who bring localized experience in sustainable agroforestry techniques, are confident, and motivated to initiate learning and innovation.
- Catalysts can help build a sense of community, making it more likely that group members will identify and act upon market opportunities for collective action.

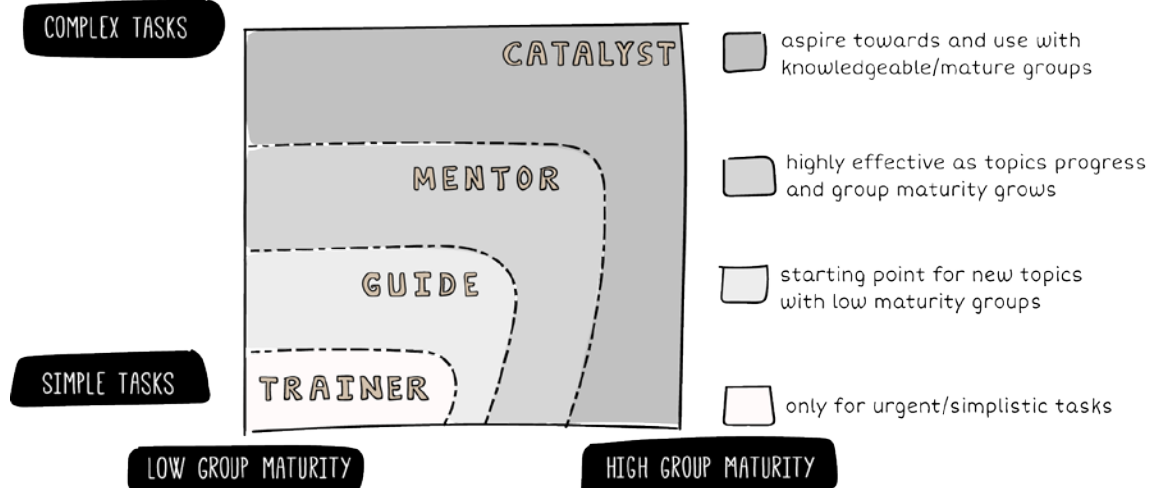
### *Disadvantages*

- Successfully using this style depends on strong, trusting relationships and progress can be slow.
- It is not effective in urgent situations or when non-compliance can have serious consequences (e.g., a farmer about to use slash-and-burn to clear their field).
- This style is not effective with learners who lack critical information and are specifically relying on the facilitator for guidance, and for members who do not have any prior knowledge of Forest Garden agroforestry techniques.

## Matching style to situation

Strong "pull" styles (Mentor and Catalyst) are more likely to produce long term success. However, there is no 'one size fits all' approach when it comes to facilitation. Relying on learners to drive action and seek the information they need when they lack the confidence and skills to do so can backfire and stall progress.

Determining the appropriate style depends on the following factors:



## Task Characteristics

Typically tasks that are simple, straightforward, and stand-alone can easily be taught via strong "push" styles and it can save the group time to learn them this way.

Tasks that are complex, take time to implement, and require the learner to change longstanding habits benefit from strong "pull" styles.

Finally, tasks or situations that are urgent or can have serious immediate consequences if done the wrong way require the facilitator to use strong "push" styles.

## Group Maturity

Typically, "push" styles (starting with the Guide) work better with groups that need to build their maturity levels. The facilitator can start using stronger "pull" styles as the group increases their levels of competence, confidence and cooperation:

- **Competence:** Participants who have little or no previous knowledge of sustainable agroforestry approaches will benefit from the facilitator using the Guide Style, and moving towards the Mentor and Catalyst

styles as the participants gain skills and understanding of Forest Garden techniques.

- **Confidence:** Usually confidence and competence go together. However, in some instances, participants might be hesitant to apply their existing skills. The amount of effort required might seem high, they may have tried earlier and failed, or environmental factors might be holding them back. To build confidence start with the Guide style, and combine it with a focus on celebrating small-wins and sharing success stories from both within and outside the group.
- **Cooperation:** In order to benefit from strong “pull” styles of facilitation the group needs to work together. By creating an inclusive space where everyone feels heard, acknowledging emotions and differences, and using dialogue to arrive at solutions -- the facilitator can play a powerful role in helping the group build its ability to collaborate and sustain results.

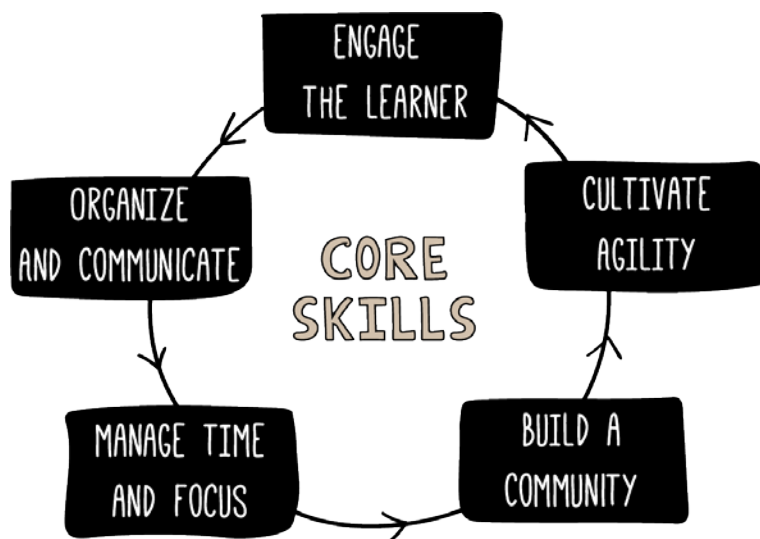
In practice, you will end up using multiple styles - creating a tapestry that best meets the needs of the group and the situation - and help learners move up the “push - pull” continuum. To achieve the best results, a facilitator gradually moves to the Catalyst style by helping members take increasing ownership of their agenda, their learning, and the desired outcomes.



## SECTION II: CORE SKILLS



Laura J. Spencer (1989) in her book *Winning Through Participation* says -- “The facilitator functions much like the conductor of a symphony, orchestrating and bringing forth the talents and contributions of others.” It’s an apt analogy. In the the symphony everything from the composition to the actual notes created by the musicians do not belong to the conductor. To some the conductor is simply holding the group together as the artists deliver their performances, and yet it takes immense skill and practice to do this successfully.



The facilitator needs to **perform five key functions** in order to support learning and action for their group participants. This section covers the core skills that a facilitator needs to master in order to fulfil each of these functions. The skills included here are deeply interconnected and complement one another:

Engage the Learner	Organize and Communicate	Manage Time and Focus	Build a Community (of Practice)	Cultivate Agility
1. <a href="#">Model Emotional Intelligence</a> 2. <a href="#">Create a safe, inclusive space</a> 3. <a href="#">Practice active listening</a> 4. <a href="#">Ask effective questions</a> 5. <a href="#">Facilitate whole-body learning</a>	6. <a href="#">Communicate clearly</a> 7. <a href="#">Plan and Prepare</a> 8. <a href="#">Present Effectively</a>	9. <a href="#">Clarify goals, expectations, and agendas</a> 10. <a href="#">Focus the conversation</a> 11. <a href="#">Manage time</a>	12. <a href="#">Create ground rules</a> 13. <a href="#">Build relationships</a> 14. <a href="#">Enable group problem solving</a> 15. <a href="#">Resolve conflict</a>	16. <a href="#">Model seeking and providing feedback</a> 17. <a href="#">Assess and adapt</a>

Parts of this section have been reproduced and adapted with permission from the book *Practical Guide for Implementing Farmer Field School Training of Trainers*, by John Leary. The book was sponsored by ACDI/VOCA, in

collaboration with USAID, Jamaica's Ministry of Agriculture & Fisheries and Jamaica's Rural Agricultural Development Authority.

## Engage the Learner



### Model Emotional Intelligence

The facilitator sets the tone for how members interact with one another, and serves as a role model to make the program a respectful, affirmative, rewarding experience for the participants. While many of the skills in this chapter focus on these outcomes, the following behaviors can have a tangible impact:

- **Being Calm:** not bringing strong emotions, moods, or personal pressures to your role as a facilitator; not reacting to strong emotions within the training.
- **Staying Emotionally positive:** openly acknowledging negative emotions as they arise, and providing structure and positive framing that help the group tackle these constructively.
- **Being intentional about your own opinions:** being aware of your opinions and agendas so you are intentional and transparent in when and how you chose to influence the group. When using the Mentor and Catalyst style the facilitator stays neutral, encouraging the group to drive the agenda and thinking.

*Self-awareness* -- insight into your emotions, reactions, strengths and weaknesses -- underpins your Emotional Intelligence. Leverage these mechanisms to grow your self-awareness:

1. **Reflection:** after each training ask yourself - how did it go? What were the emotional highs and lows? What triggered these emotions? Where did I help participants be creative and find an answer? Where did I get in the way of learning? What can I do differently?
2. **Feedback:** seek and welcome feedback
3. **Alternate perspective:** when you find yourself dealing with opposition, take a moment to be curious - what about the other person's experiences and goals led them to a different conclusion?
4. **In-the-moment checks:** pay attention to your breathing, energy levels, and emotions during a session. If you find yourself getting upset or angry, don't hesitate to take a 5 minute break to find your calm. Once you figure out what is causing your emotions, ask yourself - is my reaction relevant to the group's learning and progress? If not, let it go. If it can help the group get to a new insight, share it with them -- but only in the context of *their* goals.

## Create a safe, inclusive space

People learn by doing, asking questions, sharing what they know with others to generate new ideas, and participating actively in the group dialogue. To enable this the facilitator needs to create a safe space where participants can openly speak up and engage without judgement or fear of failure. You can do this by:

1. Better understanding the diversity of experiences represented in your farmer group.
2. Using participative techniques to ensure everyone in the group gets a chance to engage and contribute.

## Understand Diversity

To help all participants feel included, understand what makes them different and have their perspective be heard and understood. Its especially important to do this in the initial sessions to influence group norms and expectations. We discuss a few basic differences a facilitator needs to account for and balance when leading extension activities.

### *Introversion – Extraversion*

As a facilitator you need to find a way to quiet the louder, more frequent voices and amplify the reserved ones. Extroverts tend to think out loud, they get energy from interacting with others, enjoy sharing their thoughts and opinions, and are comfortable in groups. Introverts like to think before they speak, they get satisfaction from drawing their own conclusions, prefer one-on-one interactions to large group settings, and may not enjoy being in the spot-light. While it's easy to let this personality dynamic play out -- the group will be more effective and will have access to a broader range of ideas if you can get the extroverts to listen more, and the introverts to share more than they normally would.

### *Gender*

Women account for 40% of the global agriculture labour force (50% in Eastern Africa), and make up two-thirds of the world's poor livestock keepers. They are often responsible for critical, and under-valued activities like providing food and nutrition to the family, and procuring fuel and water (SOFA Team and Doss, C., "[The Role of Women in Agriculture](#)", 2011, p. 1).

Melanne Verveer, Ambassador-at-Large for Global Women's Issues for The Food and Agriculture Organization, [made the following remarks](#) highlighting the integral link between providing greater resources and support to women farmers and reducing malnutrition and poverty:



“...closing the gender gap and providing women with the same resources as men could increase their individual yields by 20-30% that would in turn improve agricultural production in the developing world between 2 ½ and 4% and reduce the number of undernourished people by 100-150 million globally...Gender equality is smart economics.”

TREES is committed to supporting women farmers, and considers it a core principle of the Forest Garden program. When finalizing both timing and venue of the Forest Garden sessions take into account the daily routines and responsibilities of the women in the group. Encourage participation by ensuring that the sessions are conveniently timed and located for them.

### *Experience and Expectations*

Occasionally you will have a group or a session where some members of the group are more advanced in both their skills and their expectations of the content that will be covered. The facilitator can use this to their advantage. Once you get a better understanding of the strengths and skills each farmer brings to the group -- you can limit your own role and rely on them to share their knowledge with their peers through techniques like [Learn-and-Teach](#), one-on-one mentoring connections, and having them lead small group discussions on relevant topics.

When leveraging farmer expertise make sure:

- You don't rely on the same few farmers. Take time to learn more about all the members in your group to identify what others could learn from their experience.
- Find ways to draw ideas from the less knowledgeable members, who may have a fresh perspective on the issue at hand.

This is not an exhaustive list of characteristics that make your participants different from one another. It's important to remember that diversity is as much about the uniqueness of our experiences, as it is about observable characteristics like geographic background, spoken language, status, or ethnicity.

## **Participative Techniques**

Here are some techniques that can help you draw out the collective wisdom of all the group members, instead of relying on a limited number of dominant voices.

***Go around the room:*** especially in the initial few sessions, and then for the first few questions of every session, go around the room and ask everyone to respond to a question or topic at hand. This lets participants know that everyone is expected to contribute and engage. Let's review some alternate ways of getting learners to respond to questions and their impact on participation:

- *Ask a question and let members raise hands and volunteer answers:* this method favors extroverts and the more dominant voices the most. If used sparingly, this method can work when you have limited time. It can also be used with more mature groups where norms for equal participation are well established.
- *Call upon members to answer questions:* in this method the facilitator calls upon specific members to respond to a question. This method can be used strategically by the facilitator to draw out experiences and insights relevant to the topic. It is less effective at getting everyone to participate since it's likely to make the more introverted members feel uncomfortable.
- *Small-group debriefs:* use small-groups for activities (below) and then bring the groups together to share insights with others. The more reserved and hesitant participants will often feel safer speaking up in smaller groups and can rely on a member who is comfortable in the spotlight to report back to the large-group.

***Use small-groups for activities:*** create small groups for activities and group-problem solving work throughout the sessions. Depending on member composition:

- For a group with a handful of introverts or fewer women who may be hesitant to participate - create dedicated small-groups for these members.
- For a group where introverts or women are well represented, make sure the small-groups are diverse and represent the overall breadth of experiences that members have to offer.

***Find opportunities to learn from each perspective:*** Differences are an opportunity for learning. Less experienced members may have 'fresh eyes' and notice things that the experienced members overlook. Women are likely to be more knowledgeable about nutrition and food needs. And introverts can often bring deep insights they have honed over time. To help the group appreciate these differences and rely on them to advance their own learning:

- Use questions to draw out, acknowledge, and validate differences.
- Repeat key insights for the broader group.
- Highlight challenges, goals, aspirations, and characteristics that are common across members. If the group members can see what unites them, they will be more likely to learn from what makes them different.

***Create 'thinking' time:*** Introducing an idea and immediately asking members to share their thinking and responses tends to favor extroverts, and the more confident members of the group. To level the playing field introduce an appropriate amount of thinking time in key activities. For example:

- Ask participants to take 2-5 minutes of quiet time to think about their ideas before brainstorming for solutions or providing answers to questions.

- For small-group activities you can ask members to take a few minutes to draft their own plan, follow that with collaboration and discussion, and finally take some time at the end to amend their original plan with the ideas they gleaned from the group.
- Instead of thinking of silence as an empty space that needs to be filled, help the group consider it quiet time to get their thoughts organized.

## Practice Active Listening

The primary purpose of listening is to understand the other person's point-of-view, how they think, and what their vision on the subject is. You are listening for what inspires them, concerns them, excites them, frees them up, and keeps them from giving-up. Equally importantly, you are listening for what the individual is not saying, how they are saying it, what feelings and emotions are expressed or withheld, and what questions or topics are avoided.

## Listen Deeply

- Listen to what is being said, but also the tone, pace, voice, and body language with which it is said.
- Give the participant your complete, undivided attention. Avoid distractions or interruptions. When others are talking, don't spend time planning what you will say in response.
- Demonstrate you are listening with your verbal and nonverbal cues like nods, eye contact, posture and verbal affirmations. Your body language should indicate attentiveness in a culturally appropriate manner.
- Wait a few seconds before replying to what the individual has just said. Allow the individual to have the space to finish their thoughts and feelings. An extended silence can prompt the participants to think more about the issue and add a detail or two. Encourage members to build out their thoughts. You can do so by using phrases like, "tell me more", "what else", "can you elaborate."

## Paraphrase

- Paraphrase and verify what you are hearing by repeating it back in your own words. Knowing exactly how and when to paraphrase in a conversation is a powerful skill developed over time through practice. Paraphrase whole concepts or major points in the conversation, rather than every little detail. Complex or emotional topics might require more regular paraphrasing to ensure the person feels understood.
- Validate group insights by summarizing and clarifying new ideas that are shared.

## Capture Insights

- If possible, request someone in the group to take notes (serve as a scribe) so you can free yourself up to listen, while making sure the ideas and solutions are being captured.

## Ask Effective Questions

In his book, *Quiet leadership: help people think better -- don't tell them what to do: six steps to transforming performance at work*, David Rock (2006) quotes a Chinese fortune cookie - "Ideas are like children, there are none so wonderful as your own."

This simple fact makes questions the very heart and soul of effective facilitation. When used thoughtfully, questions can get people to think through and solve their own problems, discover their strengths, and find the resilience to take on previously unthinkable challenges.

Good questions generate **(1) new information, (2) raise an individual and a group's awareness about a topic, and (3) encourage them to take accountability for action.** To better understand effective questions, let's consider an example.

Perhaps a member of your farmer group has been unable to successfully establish a tree nursery. You have already told them how important it is for them to do this. In a follow-up conversation you ask them:

Less Effective Questions	More Effective Questions
<p><b>Have you established your tree nursery yet?</b></p> <p>This is an example of a <i>closed-ended</i> question that results in a 'Yes' or 'No' response. It can end a conversation without resulting in any new information.</p> <p>In addition, if the person is still struggling, it makes them feel defensive and guilty. Emotions that are unlikely to help them solve the problem.</p> <p>Next you follow-up with: <b>Why haven't you set-up your tree nursery?</b></p> <p>While this is an <i>open-ended</i> question, it is likely to make the person even more defensive. In contrast to the previous closed-ended question, it can result in some analysis and new data.</p>	<p><b>What type of trees have you decided to plant?</b> <b>How is your tree nursery coming along?</b> <b>What is getting in the way?</b> <b>What have you tried so far?</b> <b>What ideas do you have? What would help?</b></p> <p>These are <i>open-ended</i> questions. They start with a focus on the person's own goals. Then help the person pay closer attention to their own actions and ideas. Finally, these questions are neutral -- they don't imply any criticism or judgement. This allows the person to express both successes and failures without fear of embarrassment.</p>

When asking questions, keep the following in mind:

- Unless you are specifically looking for a yes or no answer, open-ended questions lead to more insight and creativity.
- Questions that start with 'what', 'when', and 'how' tend to focus on solutions and are more effective. Unqualified 'why' questions that have a person focus can make people defensive and imply judgement (e.g., why have *you* done this?). These negative emotions can prevent individuals from coming up with new ideas. If you do need to ask 'why' questions,

you can reframe them as ‘what are the factors-’ to evoke data driven answers.

- As a facilitator, resist the urge to ask questions that satisfy *your* curiosity and will help *you* solve the problem and offer advice. Instead, ask questions that will help the participants come up with their own ideas. To figure out which question to ask next - follow the interest and thinking being expressed by the group.

## Facilitate Whole Body Learning

Consider these four things:

- We have better recall and memory of facts and events that we have an emotional connection to (Tambini, Rimmele, Phelps, & Davachi, 2016).
- The human brain evolved for constant motion. In fact, our hominid ancestors walked up to 12 miles a day. This evolutionary force has left its impression -- research shows that movement improves reasoning, memory, attention spans, and planning capabilities (Medina, 2008).
- Contemporary thinking on adult learning and performance indicates that incorporating a certain playfulness in the form of movement, well designed games, and music can enhance memory and recall for participants (Visser, 1996).
- Learners walk away with more tangible skills when *they actually do* what we want them to learn, as opposed to hearing someone else talk about it (Prince, 2004).

In combination, these findings paint a picture of a different type of learning session. This isn't a place where an expert is standing in-front of a group disseminating wisdom. This is a place where learners are moving around, doing, exploring, talking, coming together, and changing the pace -- with music, fun, and play -- to stay engaged and creative.

To incorporate this into your facilitation approach:

- “Welcome good humor, laughter, and enjoyment of the process” (Chevalier & Buckles, 2013).
- Implement the sessions in a way that allows learners to spend the majority of their time practicing, doing, and jointly exploring a new skill.
- Keep participants moving. Design sessions so that farmers do not have to sit or stand in the same posture for longer than 10 minutes at a time.
- Pay attention to the energy levels in the group. If participants look tired or bored, take action:
  - Give the group a 5 minute break.
  - Sometimes a break is not feasible, and can be disruptive when learning a sequential activity that builds on the previous step. In this scenario you can introduce a change of pace by asking participants to move in response to questions. Here's an example - “everyone who thinks the soil in their fields is loamy come stand over here”.
  - Ask the group how they are doing on their energy levels and what they need in the moment to get themselves re-energized -- and then

honor their response. Sometimes simply asking the question can get the group re-oriented.

- Incorporate culturally appropriate songs, simple and relevant games, use of drawing or creating visuals, stories, and role-play. This can help the group look at an issue from a different perspective. This also creates some distance from the reality of the challenge, and can keep the group creative by reducing the fear of failure.
- Finally, the Forest Garden modules are designed to be conducted primarily in the field. Give some thought to the comfort of the participants. For example, if the session will span 3-4 hours, plan for breaks, a place to rest in shade, where and how group dialogue will happen, food, and refreshments.

# Organize and Communicate



## Communicate Clearly

Extension agents and other agricultural trainers need to know how to help farmers understand new technical content.

Farmers are often illiterate or have a lower average education level than the researchers, extension agents, and other specialists who attempt to help them. It is critical not to confuse this with thinking that farmers are dumb. A good facilitator brings genuine respect for the wisdom, intelligence, creativity, and experience that farmers bring. The mention of literacy levels is to emphasize that academic and scientific terms will not transfer well to farmers. Facilitators need to package content in a way that makes it easy to understand (using appropriate language).

In some cultures, farmers can often be quiet and hesitant to speak up and interject their opinion or experience. They may nod their heads or agree though verbal and nonverbal gestures despite lack of agreement or understanding.

To engage farmers in dialogue that reinforces and demonstrates that learning is occurring.

- Ask lots of questions to draw out knowledge (more on [asking effective questions here](#)).
- Ask lots of questions to confirm understanding.
- Give clear instructions (more details below).
- Simplify complicated topics and use simple terms.
- Speak clearly and loudly.
- If you don't know the answer to a question, say so and commit to helping find the answer.
- Repeat questions asked by the audience so everyone can hear the question.
- Summarize long explanations provided by farmers.
- Summarize long discussions before continuing to the next topic.

## Give clear instructions

Crafting clear instructions can be challenging, and is complicated by the fact that large groups of people are often difficult to manage and move. Activities that are complicated or have numerous steps require special attention.

Facilitators should write their instructions ahead of time and practice reading them out loud. This becomes particularly important when the activity entails dividing a large group into smaller groups. Not only do large groups transition slowly from activity to activity but they also do not divide into smaller groups quickly unless groups are pre-assigned or the instructions on how to divide are clear.

## Plan and Prepare

Before each module:

1. Review the relevant **agroforestry content** from the Technical Guide.
2. Acquire and prepare **relevant materials** (samples, flipcharts, handouts, instructions, farming equipment, supplies, seedlings etc.).
3. Identify a **suitable location** to conduct the session.
4. If you will be relying on others, to role-play a story or lead parts of the session, try and **connect with these volunteers ahead of time**. This could as simple as asking them to come to the session 10-15 minutes before the others, so you can share the necessary information and they can get their questions answered.
5. Use your knowledge of the group -- their level of confidence, skills, areas of uncertainty, and challenges -- to **anticipate which parts of the session might be hard** for them to work through. Think of questions, tools, and activities that could make this less stressful, and boost participation and learning in these areas.

## Use flipcharts effectively

Flipcharts are an appropriate training technology used frequently in the Forest Garden trainings. They can be used by people of all literacy levels and in all environments (classroom and field) for a wide array of activities. Flip charts should be helpful training aids, and should not be allowed to become noisy distractions. They are easiest to use in a classroom environment where there is little wind and walls where they can be taped, but they can be adapted for use in the field environment.

Here are some best practices to keep in mind when using flip charts.

- Write clearly.
- When writing on the flipchart, try not to turn completely and face your back to the audience.  
Paraphrase by using single words and short phrases on the flip chart. Do not write out complete sentences.
- Ask someone else to serve as the scribe while you listen and engage the group. This minimizes the starting and stopping that happens when the same person facilitates and writes.
- When finishing a flip chart page, hang the flip chart elsewhere and keep it visible rather than turning it over to the backside of the flipchart.
- When using flipcharts in the field, find a lightweight but sturdy item such as a cardboard box or piece of plywood to serve as a backdrop for the flipchart.

## Use handouts to support learning

As part of the Forest Garden training program and content, TREES has compiled a Farmer Support Guide that includes the handouts you will need for various sessions.

As the facilitator, you need to determine when to provide participants with handouts. If the hand-out is critical for understanding, then distribute them at the beginning. If they are simply supplemental material, then you may want to distribute them at the end so that participants do not get distracted. Handouts are designed to make it easier for farmers to track their activities or to revisit key steps. They should not include new or complicated information that has not been discussed and explained during the training session.

## Present effectively

As mentioned earlier, where you need to take on the role of a trainer and educator, make sure you keep your presentation no longer than 15-20 minutes. It is hard to hold an audience's interest for much longer than that. And you will find that creating a simple, short talk often takes more work and effort than one that rambles on for an hour.

**1. Practice.** Prepare your content ahead of time. It can be helpful to write down key points and rehearse what you will be saying. The idea is not to memorize the content - instead practice the overall flow and sequence.

**2. Organize the content.** Our brain acquires knowledge by turning new information into a mental map and connecting it to the things we already know (Rock, 2006). Make it easier for participants to learn by doing this for them. Identify the main ideas. Organize them in a logical sequence where each idea builds on the other.

When you start, take a minute to walk them through a high level outline of what you will be talking about. Ideally have it written down on a flipchart so they can follow along. Here is an example:

“Let us spend 10 minutes to learn how to pretreat seeds. We will talk about:

- Why we should pretreat seeds?
- Which seeds should be pretreated?
- Which method to use?”

Next provide more information for each of the key points in the outline. Use questions and discussions to validate and solidify learning.

**3. Simplify.** We reiterate this point throughout the introduction - use simple language, and avoid jargon. Use metaphors, examples, and stories to convey more complex ideas.

**4. Make it a conversation.** When delivering your content do not read from a script or deliver it like a speech. Keep it conversational and natural, as if you were explaining it to a friend. Even when you are presenting new technical information and techniques, you can intersperse it with questions to involve the group throughout your talk. Frame each point as a question to get the farmers to think about their own answers, so they can connect what you are sharing with what they already know.

**5. Deliver with a calm posture.** This is perhaps the hardest part of presenting to others. For those of us who are nervous, while we can master our voices, our bodies and shaky hands can sometimes undermine our confidence. All the preceding points -- preparation, making it a conversation, using questions and participation -- will help you overcome this. If our goal is to impress others, we will likely be nervous. If our goal is simply to help them the best we can, we will be less worried about being perfect and our bodies will feel calmer.

Here are a few additional tips:

- Use deep, slow breaths and a tall posture to calm yourself.
- Stay away from excessive fidgeting and movement. These can be distracting to your audience.
- Sometimes holding a piece of paper, or standing next to a flipchart can help you use your hands more effectively as you talk.

# Manage Time and Focus



At any given time a facilitator is trying to balance two things: (1) helping participants have meaningful conversations that further their learning; and (2) manage the agenda and the time so that participants can meet their overall learning goals. It can take practice, and a degree of trial-and-error to master the art of getting groups to have deep dialogues, and then asking them to switch contexts and move on to the next topic at hand. The skills included under this theme provide pointers on how to manage this tension.

## Clarify goals, expectations and agendas

### *Create clarity on goals*

A goal is defined by the Merriam-Webster dictionary as “the end towards which effort is directed.” Goals within the context of the Forest Garden program can exist at many levels.

At the highest level, your goal as the facilitator is to help farmers create thriving Forest Gardens of their own in the four year period, and to help them build skills and a supportive community that can sustain these. Farmers may not see this overall goal in the same terms. For them it may be more specific and personal: not having to work as a migrant laborer during dry months, being able to feed their families, sending their children to school, building a home, finally starting that business they have dreamed about.

In Module 1 you help farmers create a clear picture of what their own Forest Garden will look like through the Dream Field exercise. You should also help them define what this Forest Garden will free them up to do in their lives. Similarly, each module has a clear goal for the facilitator (e.g., set-up tree nurseries, plant agroforestry trees). Use questions early on in each session to help farmers identify the personal relevance of these objectives. When you help farmers be more aware and clear about their individual goals - they will be more motivated to take accountability for making progress.

### *Get to common expectations*

Expectations are what the farmers think will happen in the program overall, and in specific sessions, prior to it starting. We commonly, and mistakenly, assume that others have the same expectations of an event as we do. Given how varied each individual's attitudes, needs, and past experiences tend to be -- it is best not to make this assumption.

Begin each session by clarifying expectations. This has two advantages:

1. The obvious benefit of helping all participants come to a common understanding of what will happen in each session.
2. It focuses participant attention on the work at hand, and helps them step away from the concerns and tasks that may have been occupying their mind as they came to the workshop.

For groups with a basic level of literacy, provide farmers with multiple pieces of paper (or large post-its) and have them tape these on a wall. Common themes such as 'learn new farming methods' may appear frequently. After everyone has posted their expectations on the wall, read each one out aloud as you group all of the similar expectations together. When there are expectations that are outside the scope of the workshop, explain why it does not align with the workshop's objectives. Occasionally you may need to ask who posted a certain expectation to get clarity on what was intended.

For groups that do not have basic literacy levels, [go around the room](#) to have each person share what they expect to get out of the session. Tape multiple pieces of paper to the wall in advance to prepare for the exercise and capture each new idea as it is shared (if possible have someone else scribe these). Give each person the time and space to share multiple expectations. Once everyone has had a chance to provide input, take a pause and ask "anything else we want to add to this?" to capture any additional thoughts. At this point, conduct the debrief, group and clarify the expectations as outlined above.

Close the activity by emphasizing the need for participation, respect for each perspective, and other core expectations. For later sessions you can remind farmers to stay mindful of the Ground Rules (page 30) they established to support group learning.

### ***Outline the agenda***

The agenda is a simple bullet point list that outlines the sequence of activities that will happen in a session. Once you have clarified expectations, you can quickly walk participants through the agenda for the day as a conclusion to the expectations exercise. This should take no more than 5 minutes.

For most sessions the agenda will be a simplified (no more than 5-7 bullet points) version of the 'Summary of Activities' section that is included in the Facilitation Guide for each module. You can adapt this based on any changes you and the farmer group have made to what will be covered that day.

As you list each activity, summarize how it will meet the participant expectations shared earlier. The agenda should be written out on a flipchart that can be taped to a wall, piece of cardboard, or a nearby structure. Checkmark each item as it is completed, and revisit it at the end of the session to highlight the topics that were covered.

## Focus the conversation

Getting group members to share personal experiences and generate a broad range of ideas is a hallmark of an effective facilitator -- as long as you can help the group identify key learnings from this rich dialogue, and ensure that the conversation moves forward. You can do this by:

1. ***Identifying and separating key points and themes.*** Example, "I am hearing these three themes emerging from what all of you shared...did I hear this right? Did I miss anything?"
2. ***Zooming to the right level of detail.*** Using a metaphor from photography, if you hear a participant get lost in the details help them zoom-out. You can ask questions like -- what is the key take-away; what is the most important lesson you learned. On the other hand, if someone's observation is too general help them zoom-in by asking for examples and situations that will add more detail.
3. ***Sequence questions and topics.*** As new topic threads and questions emerge, clearly identify the order in which the group will work through them.

## Manage time

Next to self-awareness, this is perhaps the toughest skill of all and here is why -- interrupting participants and cutting-off dialogue in a way that does not appear rude is hard; plus it takes practice to know when it's time to move on to the next topic. Here are some techniques and principles to help you get started:

1. ***Use the parking lot.*** When participants have a discussion that goes on to topics that were not planned, you can decide to bring the discussion back to the original agenda. If the new topic is important, you can place it in the parking lot. The parking lot is a widely used technique which entails using a flipchart to write down topics that will be revisited after priority content is covered.
2. ***Get to good-enough.*** Farmers don't need to fully resolve a topic during a session for learning to happen. In fact, more often than not, the discussion serves as a starting point. It sparks ideas and provides new knowledge that members must experiment with on their fields to fully learn and acquire a new skill. Knowing this, when key points have been covered, find a respectful opening to transition to the next topic.
3. ***Know when to go off-track.*** Sometimes, the conversation that evolves is more important than the originally planned topic. If farmers are more interested in discussing a pressing challenge than covering content previously planned by the facilitator, then the change in topic may be necessary. To determine when to do so ask yourself - what will best further learning and Forest Garden goal achievement for the participants?
4. ***Create a nonverbal cue to get small-groups to close their conversation.*** While small group activities are great for learning and participation, new facilitators can struggle with bringing small group discussions to a close in a timely manner. They typically end up raising their voices to be heard

above the conversational din, and despite that it can take a while to be heard. To avoid this, set a consistent nonverbal cue ahead of time. For example you could say - 'When you see me walking around with my arm raised above my head, please bring your conversations to a close and turn your attention to the larger group.'

## Build a community



For a group to work together and function effectively, it must have the ability to get things done (**focus on tasks**) and have strong trusting relationships that can weather the conflict and friction that is inevitable when collaborating (**focus on relationships**).

By helping the group integrate and self-manage tasks and relationships, the facilitator can serve as a catalyst that transforms them from a group of disparate individuals into a community that supports and strengthens its members. The belief that together the participants can be more effective, and generate outputs that far outpace what they would accomplish alone, holds this community together. In the case of farmers this is especially true. When farmers work together they can pool resources, lower input costs for labour and equipment, and leverage collective bargaining to get more money for their produce.

Questions to ask	Group skills to develop	Facilitator skills that apply
<ul style="list-style-type: none"> <li>● What can we do to make each other feel like this is a safe, supportive space?</li> <li>● How do we make sure we get everyone's input on ideas and decisions, especially the more quiet members?</li> <li>● How do we show respect for each other's ideas and thoughts?</li> </ul>	Listen to and empathize with each other.	<ul style="list-style-type: none"> <li>● Model Emotional Intelligence</li> <li>● Create a safe, inclusive space</li> <li>● Practice active listening</li> </ul>
<ul style="list-style-type: none"> <li>● How do we share our emotions and reactions honestly, but respectfully?</li> <li>● In what ways would we like to acknowledge and thank members of the group for their contributions?</li> <li>● What special ways do we want to celebrate progress? Start a session?</li> </ul>	Share emotions and reactions in a way that supports progress.	<ul style="list-style-type: none"> <li>● Create ground rules</li> <li>● Build relationships</li> <li>● Enable group problem solving</li> <li>● Model seeking and providing feedback</li> <li>● Resolve conflict</li> </ul>
<ul style="list-style-type: none"> <li>● What are the rules for when we start and end our sessions?</li> <li>● What can we do to ensure we do what we say will? What else can we do to take ownership for our learning?</li> <li>● How do we seek input and feedback that helps us improve our skills?</li> <li>● What do we do when someone in our group is struggling and needs help?</li> </ul>	Make progress on goals.	<ul style="list-style-type: none"> <li>● Create ground rules</li> <li>● Clarify goals, expectations, and agendas,</li> <li>● Focus the conversation</li> <li>● Manage time</li> <li>● Assess and adapt</li> </ul>
<ul style="list-style-type: none"> <li>● What will we do when we notice one of us not following these ground-rules?</li> </ul>	Call out someone who undermines the ground-rules, and deal with it respectfully.	<ul style="list-style-type: none"> <li>● Model Emotional Intelligence</li> <li>● Create a safe, inclusive space</li> <li>● Practice active listening</li> <li>● Model seeking and providing feedback</li> <li>● Resolve conflict</li> </ul>
<ul style="list-style-type: none"> <li>● What happens when we disagree?</li> <li>● When, and how frequently will we evaluate the progress we are making on our goals?</li> <li>● When, and how frequently will we evaluate how we are functioning as a group?</li> </ul>	Acknowledge when the group itself is not functioning the way it should, and take actions to course correct.	<ul style="list-style-type: none"> <li>● Assess and adapt</li> <li>● Model Emotional Intelligence</li> <li>● Create a safe, inclusive space</li> <li>● Practice active listening</li> <li>● Resolve conflict</li> </ul>

## Create ground rules

Ground rules influence and support norms that govern the time participants spend together. The open and collaborative nature of establishing ground rules sets the tone that the farmers own the workshop, not the facilitator. In their very first session together, participants decide what the rules should be. Where there is disagreement, the facilitator uses participative techniques to help the group reach consensus. Finally, the group determines the consequences of not following the ground rules, and takes collective accountability for upholding and enforcing these. Here are some questions the facilitator can ask to help the group create the ground-rules:

Ground rules help the community take-on tasks that the facilitator would typically perform for them.

When members own and evolve the process by which they work together, they develop their group maturity.

In their article, *Building the Emotional Intelligence of Groups*, Vanessa Druskat and Steven Wolff make the following observation:

“Group emotional intelligence is about the small acts that make a big difference. It is not about a team member working all night to meet a deadline; it is about saying thank you for doing so. It is not about in-depth discussion of ideas; it is about asking a quiet member for his thoughts. It is not about harmony, lack of tension, and all members liking each other; it is about acknowledging when harmony is false, tension is unexpressed, and treating others with respect” (Druskat & Wolff, 2001).

To that effect, creating ground rules is not a one-time activity. The facilitator should post these up on a flipchart at every session, and encourage the group to actively reflect on and adapt them as needed.

## Build relationships

Trusting relationships are the cornerstone of an effective community. Think of someone in your own life that you trust. Its likely this person:

- Cares deeply about your well-being, and remembers what is important to you.
- Provides help and support to you, both through their words and their gestures.
- Follows through on commitments they have made to you.
- Is honest and tells you when they observe you doing something that may not be in your best interest.
- Allows you to reciprocate the help and support by sharing their own challenges and emotions with you.

As the facilitator you build relationships and trust within the group by the behavior you model, and the practices you create.

**1. Greetings and gratitude.** Take time to get to know each member of the group personally, and always refer to each person by their culturally appropriate name. Make it habitual for members to be thanked for their contributions, for providing help, for being a positive presence, and for supporting group learning.

**2. Dedicate time for the group to get to know each other.** Use icebreakers or dedicated activities, like a simple meal together, to help the group build stronger connections. Weave in questions like -- What is important to each member of the group? What do they care about? What are they struggling with? What are they happy and excited about? What do they want to get out of the Forest Garden sessions? Reflect back your understanding of their context when interacting with each person, so they can experience your commitment to their well-being and growth.

**3. Group practices for championing, and celebrating.** Encourage the group to create a celebratory song, anthem, drum beat, or hand clap that is unique to them. Help the group cheer and celebrate when they meet a milestone, make strong contributions, finish an activity, or accept a new group responsibility.

## Enable group problem solving

You can use a method called **Structured Dialogue** to help the group solve problems, assess progress, and start the process of generating ideas and solutions. It involves you asking a series of questions that are designed to bring structure and focus to group conversation, and free people up to be creative, honest, and respectful.

This framework is inspired by methods used in Design Thinking, coaching and feedback techniques, and the Focused Conversation method developed by the [Institute of Cultural Affairs](#) (ICA) in Canada as part of their Technology of Participation (ToP®) facilitation method. The method can help groups unpack their experience, identify shared insights, and generate ideas and solutions they can quickly test to tackle tenacious challenges.

## Understanding the framework

The Structured Dialogue framework consists of four stages:

1. **Clarify the experience or what happened.** This could be an event, a challenge and how it has unfolded so far, a task or activity individuals in the group are working on. The events should be described in neutral

terms, without judgement or editorial comments - as if members were narrating something a video camera captured.

2. ***Share the emotions the experience has evoked.*** People should be challenged to express their emotions in a way that allows others to get an honest insight into how they feel, without making anyone else feel attacked or accused of causing these emotions. Using 'I' statements that are focused on the experience rather than a person helps do this. For example "I felt unhappy when we started late" versus "You made me unhappy when you arrived late".
3. ***Describe the impact of the experience.*** Help members share what it means for them. This is where the group can start to identify implications, relevance, importance, and consequences.
4. ***Ask what can be done differently.*** The focus is on generating ideas for real action that can be taken either collectively or by each individual. The group should be encouraged to be creative, and think out-of-the-box at this stage. In addition, help them think of small steps they can take to quickly test if an idea will work.

To apply and use the Structured Dialogue, you need to create custom questions that are relevant to the problem the group is trying to solve. You can use the example below as a guide and adapt these to your own needs:

Stages	Purpose and flow of conversation	Types of Questions
<b>Experience</b>	<b>What happened:</b> Create shared understanding of events or facts	What happened? What did we do? What did we see? What was the sequence of events? What details did we notice?
<b>Feel</b>	<b>I felt:</b> Share how the group is internally responding to a shared reality	What did we feel about it? What surprised us? What delighted us? What did we struggle with?
<b>Think</b>	<b>So what:</b> Draw out thoughts, perspectives, insights	What does this mean for us? How does it affect us? What is the insight?
<b>Do</b>	<b>Now what:</b> Determine what the group will do with the information	What are the next steps? What is the one things we are going to change? What are ideas we could quickly test and try?

When applying the framework, make sure:

- Everyone gets a chance to contribute and participate, and that the dialogue is not dominated by the voices of a few. The 'Create a safe, inclusive space' skill covered in Section II: Core Skills, 'Engage the Learner' chapter (pg x) provides more guidance on how to do so.
- Do justice to each stage in the conversation. There is a tendency to skip or rush through the Experience and Feel stages, especially for groups that are not accustomed to sharing or talking about their feelings.

- At the same time, be mindful of the overall time available for the activity and keep the conversation moving. Be tenacious about helping the group identify insights and actions coming out of the dialogue.

## Resolve conflict

Groups can experience three types of conflict (Jehn, 1997):

- **Task Conflict:** this conflict is focused on outcomes the group generates, including decisions and approaches on how to do this. Task conflict can be generative. In a group that encourages and accepts voicing of different opinions it can improve group performance by helping members evaluate and integrate different ideas and ways of implementing them.
- **Process Conflict:** this is focused on how the group functions, who takes responsibility for what, how decisions are made, and roles played by various members -- in short the group norms. High process conflict can create lack of clarity and impedes group performance.
- **Relationship Conflict:** relates to personality dynamics, member attitudes towards one another, and interpersonal conflict. It is the hardest of the three to resolve, and negatively impacts the group's ability to make progress and get things done. When task and relationship conflict go unresolved and are allowed to fester, they can evolve into relationship conflict.

Task and Process conflict are best resolved by open group dialogue, and establishing healthy group norms. On the other hand, relationship conflict is best dealt with one-on-one, with privacy, and by providing an opportunity for the aggrieved parties to mend differences. In dealing with relationship conflict, the Forest Garden trainer has to exercise judgement. If the conflict is deep seated, and related to factors outside of the training, rather than getting involved it's prudent to respectfully ask the specific members to elevate their behavior during sessions and to keep personal dynamics outside of the trainings.

When approaching conflict resolution, consider the following:

- **Supportive norms:** Groups that create and maintain norms that support inclusiveness, mutual respect, and encourage members to raise concerns and share emotions constructively (see Create ground rules, page 30) are better positioned to deal with conflict and tension.
- **Healthy emotional expression:** How the group deals with and expresses emotions is key. Negative emotions are like steam -- they will escape one way or the other. When suppressed these emotions are likely to cause inadvertent and hurtful outbursts. But if they are expressed intentionally, honestly, and constructively they can generate powerful forward momentum.
- **Positive framing:** The facilitator can nip conflicts in the bud by restating negative statements positively, and helping others do the same. For

example, when someone says 'You go on and on about things that are not relevant', you could restate that to 'If I understand correctly, you will learn better from your peer when they are direct in pointing out the tip they want to share.'

- ***Curiosity plus the power of 'and':*** In the same vein, when members build on each other's ideas, ask them to start their statements with 'and' instead of 'but' *even* if they feel like they are contradicting the previous statement. Help members see that two, supposedly opposite things, can be true at the same time. These differences in opinions, stemming from our experiences, can contain data and learning when we approach them with curiosity. For example, if two farmers are reporting dramatically different vegetable sales prices in the same month -- instead of assuming one of them is wrong -- the group can ask questions to learn from this disagreement. Examples of questions include: What do we consider a high or low price? What market are you selling in? What's the difference in our buyers and quality of crops?
- ***Gratitude:*** shifting focus to the positive contributions of our peers can be an effective antidote to task related tensions. If the group is experiencing friction, conduct an acknowledgement exercise where you go around the room and ask each person to share something they enjoy and love about the group. This will build positive energy to counter and ease the conflict.
- ***Structure shifts focus to shared challenge:*** using a conversational framework (e.g., Structured Dialogue, or Feedback Statements) can depersonalize the conflict. It helps participants freely voice ideas and feelings with a focus on the problem at hand, rather than focusing on each other.

# Cultivate Agility



The agroforestry skills farmers learn in each module helps them design and create their very own Forest Garden. The skills you embody and cultivate when you help them grow as a community (previous chapter) and adapt to the realities on-the-ground (this chapter) allow them to sustain their Forest Garden through the inevitable setbacks they are likely to face.

## Model seeking and providing feedback

To create a culture where the participants are open to new ideas and willing to take input -- you as the change-agent in the group should seek frequent feedback on what you are doing. When you do this, you serve as a powerful role-model letting the group know that it is ok to ask others for ideas and help on how to do something better.

Bernard Roth, in his book *The achievement habit: stop wishing, start doing, and take command of your life*, describes two simple statements designed to generate feedback that encourages learners to improve their ideas and solutions, and builds their confidence instead of making them feel criticized and judged (Roth, 2015). It involves:

- **Two 'I like' statements.** Example: I like the pattern in which you have planted the vegetables. I also like the choice of vegetables that balance soil givers and takers.
- **Followed by one 'I wish' statement.** Example: I wish there was a way to better protect the vegetable nursery from pests.

Do not use a '*but*' before the 'I wish' statement. This is important. Both statements simply follow one another, are equally true, and do not take away from each other. The 'I wish' statement is focused on the work rather than the person. It invites the learner, and others in the group, to innovate and create an improved idea or solution.

Ask participants to use these simple statements to provide feedback to you, and to each other after small group activities and exercises. In a context where *everyone* seeks and gets instant feedback -- the practice becomes a welcomed and fundamental part of the group norms.

## Assess and adapt

Given the significance of monitoring and evaluation to any change effort, the dedicated tool on *Rapid Participatory Assessment* in Section III (page xx) provides in-depth guidance on how you can help the group be agile and responsive to the lessons they are learning as they implement their Forest Garden plans.



## SECTION III: CONDUCTING THE TRAINING OF TRAINERS



This section presents a series of activities that have been tested many times in the field and which comprise important guidelines to ensure a powerful face-to-face training-of-trainers program. The activities of the Training of Trainers follow the field-based, learning-by-doing method of helping new trainers become effective facilitators.

### Before the Training of Trainers

While the master trainers who organize the training-of-trainers workshop have plenty of set up work and preparation, the key preparation work for the participants of the ToT is that they read multiple chapters of the Forest Garden Technical Manual. The team or individual that leads the ToT should identify the chapters most applicable to the incoming group of trainees. The first 8 chapters of the Technical Manual form a strong foundation and should all be considered for a pre-reading assignment. Be sure to share the technical manual and selected reading assignments with registered participants well ahead of the scheduled event.

### During the Training of Trainers

The following is a description of an illustrative 7-day Forest Garden Training of Trainers agenda:

#### Day 1

1. **What makes a great ToT? (page 39)** Start the ToT with a quick brainstorming activity to clarify expectations with attendees on what makes an effective ToT and what they are expected to do that week. (10 min)
2. **Rules & Objectives** Set ground rules for the workshop in terms of participation, phones, attendance, timeliness, etc. (15 min)

3. **What is the Forest Garden Approach and Training Program?** Provide an overview of the Forest Garden Approach and Training Program. Trainees should already know much of this before coming to the Training of Trainers. (20 min)
4. **Whispers (page 40)** Help attendees understand the importance of clear and active communication by facilitating the *Whispers* activity. (30-45 min)
5. **Good Facilitation Skills (page 43 and 45)** Help all attendees learn what a facilitator is and the role of a facilitator by facilitating the Tennis Ball Challenge. (30-45 min)
6. **10 Do's & Don'ts (page 46)** Guide the attendees in learning more about the Forest Garden Approach by having them read through the lists of Do's and Don'ts. Have a new person read each statement and explain it in his or her own words. (20 min)
7. **Module 1: Forest Garden Design:** In the first day of the workshop, the lead trainer will spend the last couple hours of the day facilitating Module 1: Forest Garden Design. This gives the lead trainers an opportunity to model the exceptional facilitation skills the trainees will be expected to learn and demonstrate. Once the lead trainer has completed the mock delivery of Module 1, demonstrate how feedback will be provided to each of the trainees after they complete their own module. To do this, go around the group and have each person provide some examples of communication and facilitation techniques demonstrated well and those that the facilitator could improve on.
8. **Assign modules (page 47).** Before the end of the first day, assign each attendee at least one module to prepare to facilitate with the training group. They are expected to prepare and deliver the module they are assigned as it is written in the facilitator's Guide, though they are allowed to make changes and innovations to either make it better or adjust to time, resource, and other limitations. Attendees can either do this individually or in pairs. Ideally, each trainee would have two opportunities to practice delivering modules over the course of the ToT.

## Days 2-6

Over the course of days two through six, depending on the number of trainees, each person should have the opportunity to mock-facilitate at least one module, using the appropriate tools and with the rest of the trainees playing the role of farmers.

Find time to integrate the facilitation challenges activity (page 47).

## Day 7

The final day or two of a Training of Trainers should be dedicated to preparing newly empowered facilitators to take the training program back to their project or community.

Much of the time on the last day should be spent creating Action Plans, collecting evaluation feedback, and making a final plan for the trainees to pass the Forest Garden Trainer Certification examination. In action planning, trainees plan how they will transfer all that they have learned back to their working environment. This process will have begun early on in the week with reflections and planning activities, but the result of this final phase is the creation of specific plans for implementing Forest Garden Training Programs. Also collect contact information and make a plan on how the training group will continue to communicate and learn together from their experiences and challenges.

## After the Training of Trainers

There are many support activities that lead trainers can do after the training of trainers, but the most important to highlight here is encouraging and supporting the trainees in passing the certification exam within two weeks after the conclusion of the ToT.

It will be important for the newly trained facilitators to have on-going support from the project and from their colleagues as they embark on the new journey of establishing Forest Garden training programs. They should be supported with periodic meetings, phone calls, and additional enrichment opportunities such as mini workshops on challenging topics. They will need to have a venue through which their day-to-day challenges can be aired and advised. If the online platform is not meeting their needs, then post-ToT workshops may be required for providing new content, answering tough questions, sharing solutions, and managing the administrative and monitoring needs of the project. Monthly meetings are a good tool for accomplishing this.



# Detailed Description of ToT Activities



This section contains full descriptions of 6 activities that are particularly important for the first day of the Training of Trainers.

## What makes a great ToT? (15 min)

Rather than simply calling on trainees to shout out their answers, an activity that we commonly do to establish common expectations for the training of trainers workshop is to provide trainees each with multiple pieces of coloured paper. We ask them to write their expectations of the workshop on a piece of paper and tape them on the wall. After everyone has posted their expectations on the wall, the facilitator debriefs the exercise by reading each and grouping them. Common themes such as 'learn new training methods' or 'learn about Forest Gardens' may frequently appear. The facilitator groups all of the similar expectations together. When there are expectations that are outside the scope of the workshop, the facilitator explains why or why not it aligns with the workshop objectives. Sometimes it is necessary to ask who posted a certain expectation to get clarity on what was intended.

Here is an example of a list of ideas this activity generates:

1. Practical and important for trainees. Topics must be appropriate and applicable, not theoretical nor require inputs that are not available
2. Selection of out-going trainers is important
3. Clarify expectations during trainer selection
4. Work on good communication skills – both ways
5. Facilitate to draw out expertise from the participants
6. Give everyone a chance to practice the new skills (learning-by-doing)
7. Give everyone a chance to practice delivering the training
8. Give everyone the opportunity to receive feedback on his/her facilitation skills. There are two sets of skills: Facilitation skills and Technical skills
9. How can this be applied? Be sure to include a planning exercise at the end of ToT to help trainers transfer from the ToT to the field
10. All activities should be participatory and in small groups when possible so that everyone contributes
11. Manageable size
12. Have clear learning objectives that are focused on core skills that farmers need to know; don't spend too much time on theory or on topics that are not of critical interest.
13. Timing is important; time the ToT to occur just before the time when people need to use the skills

14. Make sure trainers have sufficient resources to do the job.

## Whispers (45 minutes)

This activity aims to demonstrate:

- the importance of clarity in message delivery and of careful listening
- the difference between communication with and without feedback
- The importance of asking questions to ensure effective transmission of information from one person to another.

The overall time for this activity depends on the group size. In terms of a venue, any large room or open space under a roof, with enough space to divide participants into multiple rows is sufficient.

### Preparation One Day Before This Activity

1. On four pieces of paper, write four sentences which are about 30 to 40 words in length. Make up your own sentences.

#### NOTE



All four sentences should contain information of about the same level of complexity. Spend a bit of time on this to make sure they are all equally difficult to remember.

**Sample sentence:** "Dr. Lim will arrive this afternoon at 3:30pm on Singapore airlines with his wife and two sons in order to make a presentation to the Prime Minister about a new cocoa management technology."

**Sample sentence:** "Mrs. White will arrive from Australia tomorrow as part of a group of U.N. officials who are investigating flood damage to food crops so they can make recommendations about emergency food aid to Vietnam."

## Procedure

For two large groups of participants.

1. Divide all participants into two equal groups. If there is an odd number of participants, one group can have an extra member.

2. Arrange the chairs. Have one group sit in a row together, and the other group sit in a separate row together. (If you are in a room, each group can sit along a different side of the room. If you are out under the trees, seat each group in a row about five meters away from the other group.) (5 minutes)
3. INSTRUCTIONS for ACTIVITY: Explain the following instructions to everyone. (10 minutes)

**Introduction.** The trainer begins by explaining the following:

Many people think it is very easy to understand other people. It is thought that telling something to another person is enough to make that person understand clearly. All I have to do is tell him, and then he will understand. Simple, right?

Today we will test just how simple this is, then draw conclusions in our discussion. In order to make this activity really interesting, it is requested that everyone try to carry out the instructions carefully. Please listen and try to follow instructions.

- a. During this activity, no one may talk out loud. You may only whisper to the person next to you so that only that person can hear you. No one else in the room should hear (or try to listen to) anything that you say.



If people talk loudly instead of whisper, begin the activity over with another sentence.

- b. Take two of the four sentences, and give one sentence to the first person in each of the two groups.
- c. The first person in the group must read the sentence **SILENTLY**. He/she may take a minute to read the sentence several times to make sure he/she is familiar with it, but he/she ***MAY NOT SPEAK OR READ OUT LOUD!***
- d. After reading the sentence, the first person whispers the message in the ear of the person next to him/her. That person may ask questions to make sure of the message, but must whisper so no one else can hear.
- e. Each person must listen to the message and ask questions, then turn to the person on the other side and whisper the same message to that

person, and so on until the last person in the group has been told the message.

- f. The last person in the group should write the message on a piece of paper.
- g. When both groups are finished whispering the message and the final person in each group has written down the message, ask the final person to read out loud the message which he/she wrote down. Then ask the first person in the group to read the original message. Have everyone compare the two messages, original and final.

**NOTE FOR FACILITATOR ALONE**



Because there was two-way communication in this exercise, with opportunity to ask questions, the final messages will be fairly accurate.

4. Now repeat this process with the other two sentences, but ***THIS TIME DO NO ALLOW THE LISTENER TO ASK QUESTIONS. THIS TIME, THE EACH PERSON MAY WHISPER THE MESSAGE JUST ONCE. EACH LISTENER MUST SIMPLY LISTEN ONCE WITHOUT ASKING QUESTIONS***, then must tell the next person the message just once, and so on, until the final person is reached.

**NOTE FOR FACILITATOR ALONE**



Because there was only one-way communication in this second exercise, with no opportunity for the listener to ask questions, the final messages will be very inaccurate. Help the participants discover the reasons for the difference between the first and second exercises by asking them questions until a participant mentions that the reason for the inaccuracy the second time is because participants couldn't ask any questions to clarify the message.

## Questions for Analysis

1. What was the difference in results between the first time and the second time that messages were whispered?
2. What was the reason for the difference between performance the first time and the second time?

3. What does that mean about the importance of giving other people the opportunity to ask questions?
4. Whose understanding is important? the facilitator's or the trainee's?
5. What does that mean about the importance of listening carefully to another person's questions?
6. If you know how to do something (like Agro Ecosystem Analysis), do you think it will enable another person to learn how to do it if you just tell that person one time?
7. What does it mean when the trainee has no questions to ask?
  - a. That the trainee already understands everything?
  - b. That the trainee understands so little that he or she is embarrassed to reveal his/her lack of understanding?
  - c. That we simply cannot even tell what it means until we ask some questions?
  - d. Other?

## **Facilitation – Tennis balls (45 minutes)**

This is a complicated activity which will require some finesse on the part of the lead facilitator. The activity entails slipping the trainees into small groups of five people. Provide each group with three tennis balls and challenging each group to “pass the three balls through the hands of everyone in your group as quickly as possible.”

Provide each group with three tennis balls (or other balls, potatoes, mangos, etc). Instruct the group of five people to stand in a circle. Give all three balls to one person. Instruct the person who has the balls to call someone's name and pass the ball to that person. The second person should call the name of another person and pass the ball to that person, and so on, until all people have caught the ball. After the first person throws the first ball to the second person, he should call the same person's name again and immediately throw the second ball. The ball must take the same path that the first ball took.

Over the course of ten to twenty minutes and several attempts, conduct several rounds of trials where the groups try to “pass the three balls through everyone’s hands as quickly as possible.” Time them using a stop watch or cell phone. Using the way demonstrated in the beginning, they will quickly reach a time they cannot beat without making adjustments to how they stand and how they pass the balls. Try to give groups time to innovate and come up with ways so that they can pass the balls faster while adhering to the challenge of passing the three balls through the hands of everyone in their group as quickly as possible.

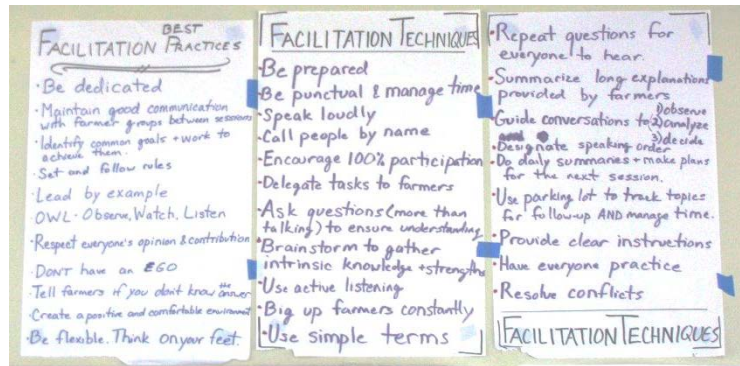
Once at last one of the groups has figured out how to stand closer, change the order, and/or toss the balls differently to complete the test in less than one or two seconds, conduct a debriefing using the following questions:

- Why did you do it the way you did?
- Was the first way the most effective way to meet the objective?
- What made you change?
- How was change introduced in the group? (propose **change**)
- How did the group respond to new ideas? (**collaborate - innovate**)
- What did you do when you broke a record? (**celebrate**)
- If I told you at the very beginning, when you got 9 seconds, that other groups could do it in less than half the time, how would you have felt?
- Why did the group win?
- What did I do? What was my role? (goals, time keeping, direction, encouragement = facilitator)
- Did I want to give you the answer?
- Would the activity have had the same effect if I had given you the answer in the first minute? (no, need opportunity to innovate, collaborate and celebrate)
- What does this say about how we facilitate Forest Garden training workshops with farmers?
  - Challenge, don’t belittle
  - Innovate: Encourage co-ops to create their own plans and come to their own conclusions, introduce their own plans for change.
  - Collaborate: Resist the urge of giving them every answer – draw answers from the group working together. Minimize lecturing.
  - Celebrate: Give them the opportunity to celebrate their accomplishments. Congratulate them.

## Good Facilitation Skills (10 minutes)

By the point you have completed the Whispers and Tennis Ball activities, the trainees will begin to have a clear understanding of facilitation, and they will be able to provide some of their own ideas. Conduct a short brainstorming with

attendees to flesh out an extensive list of many of the important communication and facilitation skills. The following list is a good example of what the training group should create:



- Plan a powerful opening
- Engages everyone to participate
- Asks questions to draw out knowledge from the group
- Confirms understanding among trainees
- Uses good body language and eye contact
- Speaks loudly and at an appropriate pace
- Uses flipcharts and other teaching aids appropriately and skilfully
- Listens to questions
- Encourages trainees with positive feedback
- Does not stay in one place, but rather walks around and engages everyone in the group.
- Takes trainees through the process of innovate, collaborate and celebrate
- Gives trainees opportunities to ask questions or add to responses
- Repeats questions for everyone to hear
- Reviews major points at the end
- Follows the Facilitator's Guide and varies activities
- Gives everyone a chance to practice every skill
- Addresses conflicts
- Prepares instructions in advance and gives clear instructions
- Keeps discussion lively
- Probes to help participants arrive at appropriate conclusions
- Starts on-time and manages time well
- Respects everyone and their opinions
- Dresses appropriately
- Be modest and do not have an ego
- Deflects difficult questions to the group
- Encourages trainees to take ownership and enforce rules
- Uses scribes to avoid losing time writing
- Manages time
- Plans a powerful closing for the workshop

## 17 DOs and DON'Ts of Forest Garden Training Programs (20 min)

This is an easy activity. Have each trainee read one sentence and explain the significance in his or her own words.

1. **DO** work together with farmers in a spirit of cooperation.
2. **DO** learn the name of each farmer in your workshop.
3. **DO** prepare the workshop in advance, making sure you have all the materials you need and flipcharts materials, handouts, etc are all prepared.
4. **DO** question farmers persistently to try to get them to draw conclusions from their activities. Then question them more about why they drew such conclusions. Your job is to get farmers to think about their experiences and to help them to learn how to draw conclusions and innovate solutions from those observations and experiences.
5. **DO** ask questions, and then ask more questions, and then ask even more questions, to find out what the trainees really need and really think and why.
6. **DON'T** lecture to farmers. They will forget what you say, but they will not forget activities which he himself or she herself has done. Facilitators should not act like university professors.
7. **DO** resist the urge to provide farmers with immediate answers to their questions. Always give them the chance to figure out an answer to their own questions by themselves before you help them with information. You will often find that someone in the group knows the answer!
8. **DON'T** steal a farmer's opportunity to figure out an answer by himself/herself.
9. **DO** engage in activities with trainees in a spirit of mutual inquiry. Even the most experienced technical facilitator will learn from group members throughout the workshops. Try to help group leaders strategize a plan that is optimal for their specific group.
10. **DON'T** assume you already know all the answers to questions, or that you know all that there is to know about the group as they are complex and always have something to teach us.
11. **DON'T** be afraid to admit that you do not know all the answers. Your job is to help the group leaders (not you yourself) to become the authority for his/her own group.
12. **DO** make an effort to find out answers and bring them to the next workshop.
13. **DO** make sure every trainee participates in every activity. S/he will not learn by listening, and will not learn even by watching. S/he WILL learn by practicing every skill.
14. **DO** time workshops to coincide with group calendars. Technical training should be delivered just before farmers need to use the skills in the field. Marketing is best delivered before the start of the growing season.

15. **DON'T** expect the farmer to remember a skill which they learned at the wrong time of the year, and apply it correctly six months later. Agricultural techniques and skills must be delivered at the time of the year when they should be used, because people forget a skill which they do not use right away.
16. **DO** respect farmer's fields by being careful not to damage their farm. Be extra conscious of preventing the spread of disease vectors when visiting fields as groups.
17. **DO** SMILE. Farmers perform better if they think you are happy.

## Facilitation Challenges

Assign everyone in your group a role and create a short 2-3 minute role play showing how facilitators should deal with the following situations:

1. Part way through an important exercise, some farmers say they must leave to attend to other matters?
2. A couple farmers are late all the time and the other group members are irritated?
3. One team member is quiet and not participating in team discussions?
4. The more articulate and better dressed male farmer is over enthusiastic and dominates the discussions; he often interrupts the other farmers when they are speaking?
5. One team member is frequently giving negative criticism in team discussions?
6. One of your team members accuses another of making an offensive remark and refuses to work with that person?

## Mock Facilitation Feedback

The most critical part of the Training of Trainers is for each participant to have at least one opportunity to practice delivering a module in front of the group. Assign at least one module to each trainee (you can also combine them in pairs), and give them a 90 minute or two hour window during the workshop to do the mock delivery. They are responsible for collecting the proper tools required for their workshop or finding a way to improvise using whatever materials are available.

Instruct the trainees that though the module they are assigned may require 4 hours to complete with farmers, they must manage their time and even exclude an activity or two in order to complete the mock delivery in the time allocated.

After each person has facilitated his or her assigned module, have everyone in the group provide feedback to the facilitator, commenting on things he or she did well and things they can improve upon. After doing this same type of process with every trainee throughout the week of the Training of Trainers, the group will codify a defined set of best practices resembling the list on page 86 that they expect to see in their colleagues.





## Resource: Facilitation Style Survey

In the pages that follow, twelve scenarios are described along with four ways of responding. Take 5 minutes to answer these questions and learn more about your preferred facilitation style. You are invited to rank these options in terms of your view of their effectiveness:

- 4 points = most effective,
- 3 points = second most effective,
- 2 points = second least effective,
- 1 point = least effective.

Once you have made your assessment of the various situations please turn to page **53** for information on how to score and interpret your results.

- 1. You are starting work with a new farmer group. In your interactions with them so far they have been enthusiastic and seem to have some prior knowledge of sustainable farming techniques. You are excited to start work with them. To determine which Forest Garden modules will be most relevant to them, you:**
  - a. Rely on your experience and expertise to create the right order and set of modules that you will deliver for the farmer group.
  - b. Leverage the data you have gathered during your conversations with them to create a sequence and then invite the farmer group to provide input.
  - c. Provide the farmers with an overview of the program and the recommended sequence, and then invite them to create the training calendar with your guidance.
  - d. Facilitate a discussion on the key challenges the farmers are facing, and their vision for their own Forest Garden, enabling them to build out the program sequence and modules.
- 2. You are introducing a new agroforestry technique to your farmer group. The group is committed to the program, and keen to learn and apply the knowledge to their own fields. To help them learn, you:**
  - a. Demonstrate the technique to the group and have them practice it, leveraging your knowledge of local context to adapt it to their needs.
  - b. Teach the group the new technique, making sure they have adequate time to practice and get their questions and concerns answered.
  - c. Set-up small learning groups led by farmers who have some prior experience with the technique, and you provide supervision and advice at key junctures.

- d. Create small groups that work through open-ended questions to discover how the technique works, relying on you and the more knowledgeable members in the group as needed.
3. **The farmer group you are working with is struggling to set up their own tree nurseries. The training sessions where they learned to do this seemed to have gone well. However, during site visits you and the lead farmer discover that members are having a hard time recalling the sequence of steps and applying it in their own farms. You set up a follow-up session where you:**
  - a. Go over the steps and techniques once again, so members have a chance to learn the details they may have missed the first time.
  - b. Outline key steps and spend time answering the questions and concerns the farmers have.
  - c. Ask questions to uncover the challenges, and then provide guidance as the group identifies steps to overcome these issues.
  - d. Facilitate a dialogue to help the group identify their challenges and generate solutions.
4. **After one of the sessions, the group breaks into an informal discussion. One of the members wants more information on a new concepts that was covered. You:**
  - a. Welcome the question, and are happy to share additional information and expertise that the entire group will benefit from.
  - b. Provide the answer, inviting others to share their input once you have covered key pieces of information.
  - c. Invite others in the group to answer the question, and add elements they may have missed at the end.
  - d. Invite others in the group to share their perspective. You use open-ended questions to help the group discover elements they may have missed in their responses.
5. **For the last few sessions, the farmer group you are working with has been struggling with engagement. In fact, a few of the members failed to attend the last two sessions despite reminders from the lead farmer. You start the next session by:**
  - a. Reviewing the Memorandum of Understanding, and how important it is for the group to honor it for their continued participation in the program.
  - b. Reminding them of the benefits of the Forest Garden program, its potential to change their lives, and inviting farmers to share their success stories.
  - c. Sharing your concerns, and leading a discussion with the farmers to understand what is impacting their engagement and how you can help.

- d. Facilitating a dialogue where farmers evaluate what is going well with the program, what could be working better, and what can be done collectively to improve the usefulness of the program.
- 6. While the group overall seems to be doing well, one of the farmers is struggling. She rarely asks questions during group discussions and has not completed the follow-up activities. You believe she has the ability to achieve her Forest Garden goals and to help her get back on track you:**
- a. Inform her of your concern and let her know that the lead farmer will be providing her additional support to help her catch up with the group.
  - b. Meet with her one-on-one to outline several options, and ask her to select her preferred way forward.
  - c. Seek her commitment to the overall Forest Garden objectives, and ask questions to help her figure out her next steps.
  - d. Review her Forest Garden dream field and design with her, so she can evaluate the progress she has made and determine if she needs any additional support.
- 7. You are in year two of your Forest Garden program and want to assess the effectiveness of the program so far. You:**
- a. Gather data and information from farmers to determine how the program is going, and identify the changes you would like to make.
  - b. Make an initial assessment based on your observations, and then share it with farmers so they can provide their input.
  - c. Share your goal of assessing program effectiveness with the farmers, and work with them to identify the best way to do so.
  - d. Conduct a group dialogue to collectively assess progress and actions, and rely on the group to support ongoing assessment activities.
- 8. You are having challenges with one of the farmers during the sessions - he frequently voices concerns about the Forest Garden program, interrupts other members, and is sharing stories that go against program principles. You:**
- a. Let him know that if his behavior continues he will have to leave the group, you don't want anything to impact overall group progress.
  - b. You meet with him to share a few different ways he can support group learning, and seek his commitment towards engaging differently.
  - c. Share your concerns with him, explore what is driving his resistance, and ask him to identify how you can help.
  - d. Let him know the impact his behavior is having on the group, and ask him to identify his key concerns and the steps he wants to take to address them.

- 9. You are introducing a new Forest Garden concept to your farmer group. The group is usually enthusiastic about new steps in the program. However, you sense their hesitance towards the new ideas you are covering with them today. You:**
- Try a different way of teaching the concepts so the group can grasp how critical they are.
  - Explain how this new set of techniques will help them meet their personal goals, and ask for input on how they can apply these new ideas.
  - Outline the overall goals and thinking behind the techniques, and ask the group to generate localized alternatives that would still meet the objective.
  - Ask the group to link the new techniques to the challenges they face, and identify how they would like to integrate them with their farming practices.
- 10. Some members of the group have specifically asked you for additional support on one of the agroforestry topics. The farming practice is new to the group, and they need more help in applying these to their fields. You:**
- Setup a dedicated session where you and the lead farmer can work with them in smaller groups to go over the topic again.
  - Ask the group to outline a few options that would help them move forward, and then work with the lead farmer to implement your support plan for them.
  - Ask questions to help the group get a better understanding of their pain points, and generate solutions. working with the lead farmer to provide guidance and support as needed.
  - Invite the members seeking additional support to join farmers who have had early successes for a dialogue. where the group can collectively identify challenges, creative ideas on how to overcome them, and ways they can support each other.

Styles / your scores	Characteristics of each style	
	Focus	Risk and Control
<b>Trainer</b>	Getting the job done – achieving tasks efficiently and effectively.  Performance, technique, methods and tactics.	Risk is low and control is high.  Agenda is determined by the facilitator.
<b>Guide</b>	Skill building – increasing capacity in the relevant capabilities.	Risk is still low, control still high.  Facilitator is mostly on comfortable ground, but needs to

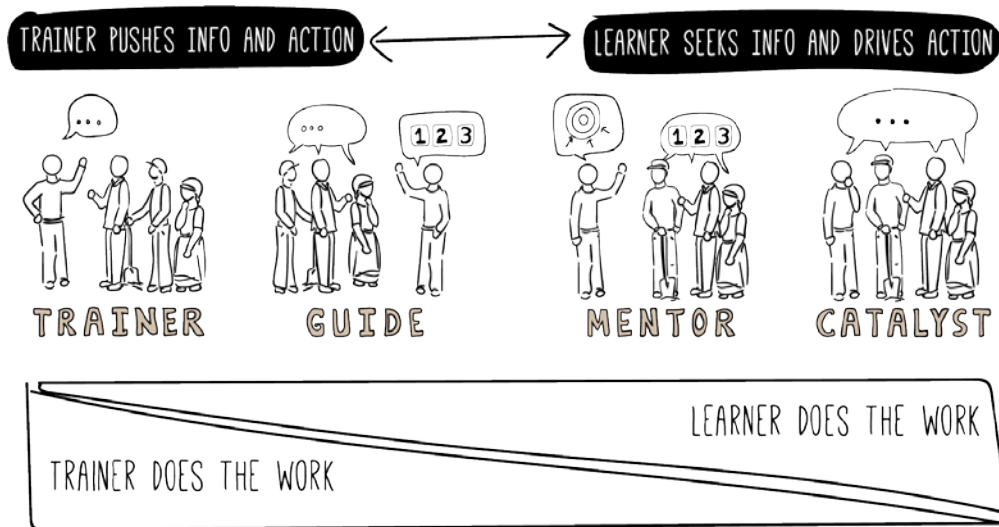
	How to move towards agreed goals and objectives.	further invest in creating an inclusive space where participants can collaborate.
<b>Mentor</b>	Growing capability: agreeing and setting goals, creating future paths and objectives.	Risk is medium to high.  Participants are driving the agenda with guidance and feedback from the facilitator. Facilitator needs to encourage innovation and creativity.
<b>Catalyst</b>	Values and perspectives, creating an agenda for change via developing awareness, sense of personal vision, and purpose.	Risk is high, control is low.  Participants are driving the agenda, collaborating, innovating, assessing and celebrating progress. The facilitator is focusing on group processes and effectiveness.

## How to interpret your score

The styles for which you gave higher scores suggest a degree of comfort or habit with perceiving those styles as appropriate. The styles for which you gave lower scores imply a lack of enthusiasm for judging them to be useful.

### *Style preference:*

If your score for one style stands out higher than the others you can consider yourself in possession of a preferred style. This is the style that you are likely to believe is the most useful to use. This is your "default" style – the one you jump to out of habit or when under stress. Depending on the context (nature of the task, group maturity), however, another approach may be more appropriate. The higher this score is in relation to the others, the greater the intensity of your preference for this style.



Scores at the lower end of the range suggest a tendency for avoiding a particular style when facilitating. Very high or low positions may also be saying something about the situation: it could be that characteristics of the specific group you are working with or cultural factors encourage high or low use of a particular style. There is also the possibility that your own habits of thinking enable you to rely more or less on some styles than appropriate.

### ***Flexibility:***

Fairly even scores across the styles suggest a degree of flexibility in interpreting situations. Flexibility of perception and interpretation is a sturdy springboard for flexibility of behavioral style. The opposite is also true – an uneven distribution of scores can mean a bias towards narrowly framing the needs of a coaching situation. This could limit your options when taking part in a coaching conversation.

### ***No 'one size fits all' solution for all situations:***

While change management research and qualitative reports from participatory facilitation approaches recommend the catalyst style as more likely to achieve long term results - variations in the purpose, context, and participants make it necessary for the facilitator to identify when a particular facilitation style is most appropriate.



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