

# training of trainers

# facilitators kit

*follow up*

*a training manual  
for facilitators*





*Representing the Plant Science Industry*



*An International Centre for Soil Fertility  
and Agricultural Development*

# *Training of Trainers Follow-Up*

## **A Training Toolkit For Facilitators**

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- **Michael Argyle, 1988.** Bodily Communication. Ruteledge, London.
- **Angelena Boden, 1997.** The Thinker's Pocketbook. ISBN: 1870471520.
- **Margaret Chapman, 2001.** Emotional Intelligence Pocketbook. ISBN: 1870471954.
- **Robert Chambers, 2002.** Participatory Workshops: A Source of 21 Sets of Ideas and Activities. EarthScan, London.
- **Paul Donovan & John Townsend, 2004.** The Training Evaluation Pocketbook. ISBN: 1903776236.
- **Paul Donovan & John Townsend, 2004.** The Training Needs Analysis Pocketbook. ISBN: 1903776244.
- **Alan Evans, Paul Tizzard, 2003.** The Icebreakers Pocketbook. ISBN: 1903776058.
- **Ian Fleming & Allan J.D. Tayler, 2003.** Coaching Pocketbook. ISBN: 1903776198.
- **Ian Fleming, 2001.** Developing People Pocketbook. ISBN: 1870471962.
- **Paul Hayden, 1995.** The Learner's Pocketbook. ISBN: 1903776368.
- **Lynn Kearny, 1996.** Graphics for Presenters. Crisp Learning, Menlo Park, California.
- **Donald Kirkpatrick, 1998.** Evaluating Training Programs: The Four Levels. Berret-Koehler, San Francisco.
- **Derek Mullen, 2003.** Train the Trainer Course. Derek Mullen Performance Support.
- **Jack J. Phillips & Ron Drew Stone, 2002.** How to Measure Training Results. McGraw-Hill, New York.
- **Leslie Rae, 2002.** Assessing the Value of Your Training. Gower Books, England.
- **Mary Richards, 1998.** Stress Pocketbook. ISBN: 187047628.
- **Richard Payne, 2004.** Vocal Skills Pocketbook. ISBN: 1903776171.
- **Romisowki, 2000.** The How and Why of Performance Objectives: Preparing Learning Objectives.
- **Richard Storey, 2000.** The Influencing Pocketbook. ISBN: 1870471792.
- **John Townsend, 2004.** Challenger's Pocketbook. ISBN: 1903776228.
- **John Townsend, 2004.** Trainer's Standards Pocketbook. ISBN: 1903776201.
- **John Townsend, 2003.** The Trainer's Pocketbook. ISBN: 1903776163.
- **John Townsend & Paul Donovan, 2001.** The Great Training Robbery. ISBN: 1870471881.
- **John Townsend & Paul Donovan, 1999.** Facilitator's Pocketbook. ISBN: 1870471709.

In addition, material has come from a significant number of other references, as well as many years of experience in Training in Africa and the Middle East.

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# Table of Contents

<b>Program .....</b>	<b>5</b>
<b>1. Opening and Introduction.....</b>	<b>7</b>
1.1 Arrival and Registration.....	7
1.2 Introduction of Facilitators & Participants.....	7
1.3 Program and Objectives .....	8
<b>2. Theoretical Part.....</b>	<b>9</b>
2.1 The SFD Model.....	9
2.1.1 The Set Up Phase .....	9
2.1.2 The Delivery Phase: Explanation.....	11
2.1.3 The Delivery Phase: Demonstration .....	13
2.1.4 The Delivery Phase: Exercise .....	13
2.1.5 The Finishing Phase .....	14
2.2 Use of Training Aids.....	15
2.3 Group Dynamics .....	17
2.4 Performance .....	19
2.5 Preparation .....	22
2.6 Evaluation .....	23
2.7 Preparation of the Lessons .....	26
<b>3. Technical Training Program.....</b>	<b>27</b>
3.1 Instruction for the Trainers .....	27
3.2 Evaluation Form for Participants .....	27
<b>4. Feedback to Trainers .....</b>	<b>28</b>
4.1 The Best of the Session and What to Improve.....	28
4.2 The Content.....	28
4.3 The Exercise.....	29
4.4 Training Materials.....	29
4.5 Verbal and Non Verbal Presentation .....	30
4.6 Others .....	30
4.7 Evaluation .....	30
<b>Attachments.....</b>	<b>31</b>
1. List with Topics .....	31
2. Possible Program Technical Training .....	33
3. Evaluation Form for Participants .....	35
4. Pre Test for Participants.....	37
5. Post Test for Participants .....	41

# Program

## Monday

Time schedule	Minutes needed	Topic	Exercise	Slides
12:30 – 13:30	60	<i>Lunch</i>		
13:30 – 13:40	10	Installation of trainers and opening	1.1	
13:40 – 14:10	30	Introduction of trainers and facilitators	1.2	
14:10 – 14:40	30	Program and objectives	1.3	2-4
14:40 – 14:50	10	The SDF model	2.1	
14:50 – 15:30	40	The Set Up phase	2.1.1	
15:30 – 15:50	20	<i>Coffee break</i>		
15:50 – 16:30	40	The Delivery phase: Explanation	2.1.2	
16:30 – 16:55	25	The Delivery phase: Demonstration	2.1.3	
16:55 – 17:00	5	The Delivery phase: Exercise Explanation group work next day	2.1.4	
17:00 – 17:30	15	The Finishing phase	2.1.5	
17:30 – 18:00	45	Details of the technical training and use of the cd-rom and other documents		Slide 5
18:00		Closing		

## Tuesday

Time	Minutes needed	Topic	Exercise	Slides
08:00 – 08:15	15	Opening and last preparations for exercise		
08:15 – 08:35	20	Group 1: exercise	2.1.4	
08:35 – 08:50	15	Feedback	2.1.4	
08:50 – 09:10	20	Group 2: exercise	2.1.4	
09:10 – 09:25	15	Feedback	2.1.4	
09:25 – 09:45	20	Group 3: exercise	2.1.4	
09:45 – 10:00	15	Feedback	2.1.4	
10:00 – 10:30	30	Use of training aids (including flip-sheets and PowerPoint)	2.2	
10:30 – 11:00	30	<i>Coffee break</i>		
11:00 – 12:00	60	Group dynamics	2.3	
12:00 – 12:30	30	Performance	2.4	
12:30 – 13:00	30	Preparations	2.5	
13:00 – 14:00	60	<i>Lunch</i>		
14:00 – 17:00	3 hours	Preparations of the lessons	3.1	
17:00		Closing		

### Wednesday and Thursday

Time	
08:00 – 18:00	Technical training program (see details in attachment 2)

### Friday

Time	Minutes needed	Topic	Exercise	Slides
08:00 – 09:00	60	The best of the session and what to improve	4.1	
09:00 – 09:30	30	The content	4.2	
09:30 – 10:15	45	The exercise	4.3	
10:15 – 10:35	20	Training materials	4.4	
<i>10:35 – 11:00</i>	<i>25</i>	<i>Coffee break</i>		
11:00 – 11:45	45	Verbal and non-verbal presentation	4.5	
11:45 – 12:30	45	Others	4.6	
12:30 – 13:00	30	Evaluation and closing	4.7	
<i>13:00 – 14:00</i>		<i>Lunch</i>		
14:00		Departure of trainers		

# 1. Opening and Introduction

- **Trainer** refers to those that have followed a Training-of-Trainers (ToT) program and are going to facilitate the technical training program.
- **Facilitator** refers to those that are facilitating the follow up.
- **Participant** refers to those that are following the technical training program.

## 1.1 Arrival and Registration

When the trainers arrive, let them write their name on a nameplate.

## 1.2 Introduction of Facilitators & Participants

**Objectives:** To introduce the trainers to each other

**Time needed:** 30 minutes

**Materials:** None

Comment: Most often, they will already know each other and even know the facilitators, as they followed the ToT. Can we link this introductory ice-breaker to the ToT? : form a circle, ask the trainers what topic they presented during the ToT course? (maybe the same topics will be presented during this week). Second round: ask them if they put the ToT skills in practice? How and when? Last round: what they still would like to improve?

### **Procedure:**

1. Ask the trainers to form a circle.
2. Ask everyone to mention one thing that all trainers have **in common**. This could be their nationality, dark hair, working in the agricultural sector, they have all follow a ToT, they all like fufu, etc. Each time check if indeed all trainers have this in common.
3. Then ask all trainers and facilitators to introduce themselves (name and company they work for or association they are member off) and tell one thing that is **specific** for them, so no-one has in common. For example: they come from village X, they work for the government while others work in the private sector, they have 10 children, etc. Check each time with the group.
4. Now make a third round and ask the trainers if they **facilitated any training program** since the Training-of-Trainers program. If yes, ask them what aspects of the ToT they used.

To finish ask if somebody remembers a quotation on the training philosophy.

### 1.3 Program and Objectives

**Objectives:** To explain the program and the objectives to all trainers and to check the lists with topics for the technical training program

**Time needed:** 30 minutes

**Materials:** Slide 2-4  
Slides with division of topics

**Procedure:**

1. Ask the trainers why they are here. After some answers show **slide 2** with the objectives of the program. The **objectives** are:
  - a. To put theory into practice: to practice what was learned during the ToT for real audience;
  - b. To refine facilitation skills: we will repeat some topics and discuss some new topics;
  - c. To be a real master trainer: ask the trainers of someone can repeat the three dimensions of a master trainer:
    - i. Subject matter knowledge and experience;
    - ii. Trainer techniques and skills;
    - iii. Concern and capacity to facilitate learning.

Remind them that they should only present topics for which they already have an excellent technical knowledge (dimension 1).
2. Show **slide 3** and discuss the rules for this follow up. Agree on the starting time, closing time and breaks.
3. Show **slide 4** and explain the program for the week:

Monday:	Follow up ToT (only afternoon)
Tuesday:	Follow up ToT Preparations for technical training program
Wednesday:	Technical training program
Thursday:	Technical training program
Friday:	Feedback (only morning)
4. For the technical training program on Wednesday and Thursday everyone has selected **topics**. Go over the topics to ensure that everyone know his/her topics. Prepare separate slides with all names and topics.
5. Tell the trainers that at the end of the day, we will give them more details on the technical training.

## 2. Theoretical Part

### 2.1 The SFD Model

**Objectives:** To recap the SFD model and all its phases

**Time needed:** 10 minutes

**Materials:** Flip-sheets  
Markers

#### Set up

**Title:** The SFD model.

**Attention:** Write the letters SDF on a flip-sheet and ask the trainers if they remember what the letters stand for. Write the full meaning **S**et up, **D**elivery, **F**inishing.

**Benefits:** Ask if anyone can explain the benefits of using the SFD model: To have a tool to structure the lesson so it is easier to get the message across. In this session we will do a recap of the SFD model (**D**irection), so the trainers will be ready to use it on the training program on Wednesday and Thursday.

**Direction:** Recap of the SFD model and discuss the problem areas.

**Objectives:** At the end of this session, the trainers are expected to know the different steps of the SFD models and how to use the model.

**Credibility:** We saw it in other training programs, the SFD model gives a framework so the sessions are better structured.

#### 2.1.1 The Set Up Phase

**Objectives:** To recap the S phase

**Time needed:** 40 minutes

**Materials:** Prepared coloured cards with all steps from the Set Up phase  
Prepared flip-sheets with all steps from the Set Up phase  
Tape

#### Delivery

Explanation, **D**emonstration, **E**xercise, **G**uidance:

1. Tell the trainers we will start with the **Start up** phase.
2. Ask the trainers the percentage of **time** we should spend on this phase. Approximately 10%. Already ask the same question for the phase D (80%) and F (10%).
3. Ask the trainers which acronym we used to remember the S phase: **TABCOD**. Ask for the separate steps:
  - a. Title
  - b. Attention
  - c. Benefits
  - d. Credibility

- e. Objectives
- f. Direction

If they give the answer, paste the prepared coloured card somewhere on the wall where everyone can see them.

4. Ask the trainers if the **order** is important. The title and the drawing of attention should not be last, but the order is not that important.
5. Now take the trainers to another space where you have pasted flip-sheets on the ground with all the steps from the Set up phase written on it. Ask all trainers to stand on the step they find most **difficult**.
6. Start with the flip-sheets where no-one is standing. Ask the trainers to **explain** this step and to give **examples**. Then move to the flip-sheets where trainers are standing. First ask one of them to try to explain the step. If they do not know, ask other trainers that are standing elsewhere to help them.
7. The explanation could be as follows:
  - a. **Title:** the topic of the session. Example: How to wear protective clothing. So this is not why to wear protective clothing or types of protective clothing.
  - b. **Attention:** To capture the attention of the audience. Example a little role play (what do in case of an accident you can have an accident), asking a question (who of you was involved in an accident with pesticides), showing a picture (of a very bad accident), displaying materials (a sprayer, chemicals), doing an exercise (putting together a sprayer to explain all parts later).
  - c. **Benefits:** What is the participant gaining by listening to this session? What is in it for him/her? Example: If you know how to safely transport pesticides, you avoid accidents and loss of your products. One can start the sentence with “it is important for you to listen to this topic, because...”.
  - d. **Credibility:** Why are you qualified to explain this topic? Example: I worked for 15 years with farmers and assisted them with the implementation of integrated pest management.
  - e. **Objectives:** What do you want to achieve in this session? Example: that at the end of this session you all know to select the most appropriate spraying nozzle when spraying crops. One can start the sentence with “at the end of the lesson, you are expected to be able to...”.
  - f. **Direction:** What are you going to explain and what are you not going to explain. Example: You are only going to talk about first aid in the case of contamination in eyes and on skin, not first aid for oral contamination. It is like a table of content.

### **Finishing**

**Summary:** Summarise the six steps.

**Questions and Answers:** Ask participants for questions & comments.

**Evaluation:** Ask the difference between benefits and objectives (benefits: what’s in it for the participants, objectives: what do you want to achieve in this session). Ask for one example of a direction.

**Next step:** To recap the D phase of the SDF model or: to prepare correctly the S phase of their topics.

## 2.1.2 The Delivery Phase: Explanation

**Objectives:** To list the major points of explanation for some topics

**Time needed:** 40 minutes

**Materials:** Prepared coloured cards with all steps from the Delivery phase  
Prepared cards with different topics that are on the program for the technical training  
Something to put the cards in (bowl, hat or bag)

### Delivery

Explanation, **D**emonstration, **E**xercise, **G**uidance:

1. Tell the trainers we will now discuss the **Delivery** phase. And that everyone should pay attention and make notes, because this will help them to prepare their lessons for Wednesday and Thursday.
2. Ask the trainers the percentage of **time** we spend on the D phase (80%).
3. Ask the trainers which acronym we use to remember the D phase: **EDEG**. Ask for the separate steps:
  - a. Explanation
  - b. Demonstration
  - c. Exercise
  - d. GuidanceIf they give the answer, paste the prepared coloured card next to the S phase on the wall.
4. Ask the trainers if the **order** is important. It is even preferable to mix every step, because we have different people in our group. People with different key processing styles. Ask if someone remembers the three **key processing styles (VHF)**:
  - a. Visual (demonstration);
  - b. Hearing (explanation);
  - c. Feeling (exercise). In fact KinestheticAnd people have different **key learning styles**:
  - a. activist (exercise followed by theory);
  - b. reflector (theory follows by exercise);
  - c. theorist (theory followed by more theory);
  - d. pragmatist (demonstration followed by exercise).
5. Now tell the trainers that we will first look at the **Explanation**. Important with the explanation step is:
  - a. Never tell what you can ask (do not be too directive);
  - b. Limit yourself to 3-5 major points (information A, not B);
  - c. Use anecdotes, examples.
  - d. Link the points to other ideas (mnemonics, use feelings)
  - e. Repeat, recap, review.
6. Tell them that in this bag/hat/bowl you have put cards with topics written on them. Each of them has to pick one topic and explain the **major points** of that topic. That means 3-5 points per topic. Again remind them that this exercise is very useful for them to prepare their topics for the technical training, so they should make notes.

Note: To save time you can also form pairs to pick a topic.

7. Ask a volunteer to pick the first card and ask him/her to explain this topic. Make sure that they only list 3 to 5 major points.
8. The **explanation** can be as follows:
  - a. Why storekeepers must wear protective clothing
    - i. To avoid acute poisoning (skin & eyes)
    - ii. To avoid chronic poisoning
    - iii. To stay healthy and be able to run their business for many other years
  - b. How to organize the pesticide store
    - i. Pesticides apart from other goods
    - ii. Herbicides apart from other pesticides
    - iii. Liquids under solids, heavy under light
    - iv. Oldest pesticides at the front (first in, first out principle)
  - c. The correct cleaning and destruction of pesticide containers (not disposal)
    - i. Rinse at least 3 times
    - ii. Pour rinse water in tank
    - iii. Punch the rinsed container
  - d. How to deal with an accidental spill of pesticide on the store floor
    - i. Make sure nobody/no animals comes near the spillage area
    - ii. Protect yourself
    - iii. Pour sand and dispose it in a bag or drum
    - iv. Wash with soap
  - e. First aid for someone who has been contaminated with pesticide on the skin
    - i. Protect yourself
    - ii. Take the person away from the contaminated area
    - iii. Take clothes off the victim (and later dispose off)
    - iv. Wash the skin thoroughly
    - v. Call a doctor and show him the label
  - f. First aid for someone who has been contaminated with pesticide in the eyes
    - i. Protect yourself
    - ii. Take the person away from the contaminated area
    - iii. Wash the eyes with a clean flow of water, for at least 15 minutes
    - iv. Call a doctor and show him the label
  - g. Why only registered pesticides should be sold
    - i. To respect the law
    - ii. To sell only efficient pesticides that have been tested in the fields
    - iii. To avoid selling dangerous pesticides
9. Give them the pre and post test and tell them that they should provide the answers to all these questions.

### **Finishing**

Summary: Summarize what the trainers should keep in mind when explaining a topic

- Never tell what you can ask;
- Limit yourself to 3-5 major points;
- Repeat.

Questions and Answers: Ask participants for questions & comments.

**Evaluation:** Ask them to repeat what you have just summarized.  
**Next step:** To recap the Demonstration step of the D phase or: to remember to stick to A level information during their lessons.

### 2.1.3 The Delivery Phase: Demonstration

**Objectives:** To recap Demonstration  
**Time needed:** 30 minutes  
**Materials:** Flip-sheets with topics written on it  
Markers

#### Delivery

**Explanation, Demonstration, Exercise, Guidance:**

1. Tell the trainers that we are going to look at the Demonstration step.
2. Ask if someone can explain this step (you have to show something, participants have to see something).
3. Split participants in pairs and give every pair a topic. The pairs should get a marker and go the flip-sheet with their topic. They should brainstorm about what they can demonstrate for this topic and write it down. Give them 10 minutes and then ask every pair to read out loud what they wrote down.
4. Tell the trainers that we will leave these flip-sheets on the wall, so they can have a look at it again to get ideas for their own topics.

#### Finishing

**Summary:** Summarise how you can demonstrate topics:

- Show **pictures**, design, drawings.
- Show **realia** or demonstration material, for example: samples of pests; diseased leaves; bag of seeds; knapsack sprayer; protective clothing.
- Do a **demonstration**: to show how to wear protective clothing, how to use a knapsack sprayer
- Do a **role play**: to show how to clean spillage, how to do first aid

**Questions and Answers:** Ask participants for questions & comments.

**Evaluation:** Give one or two topics that were not mentioned and ask for examples.

**Next step:** To recap the Exercise step of the D phase and tomorrow we will discuss the guidance of participants.

### 2.1.4 The Delivery Phase: Exercise

**Objectives:** To brainstorm and practise exercises  
**Time needed:** 5 minutes explanation, 20 minutes per group (7 minutes per exercise and time in between) and 15 minutes feedback per group  
**Materials:** Flip-sheets with topics written on it  
Markers

### **Procedure for explanation:**

1. Split the trainers into three groups. Give each group **one topic**. The topics are:
  - a. Theory of the basic principles of integrated pest management
  - b. Why storekeepers must wear protective clothing
  - c. The correct cleaning and destruction of pesticide containers (not disposal)
2. Each group has to do **two different exercises** for their topic. Each group has 7 minutes (minimum 6, maximum 8?) for each exercise. They should keep in mind:
  - a. Make sure the exercise is related to the topic;
  - b. Stay within your topic;
  - c. Do not make the exercise too complicated;
  - d. It is preferable to involve all participants or at least, as many as possible;
  - e. Try to be creative.
3. Every group gets a **package** with some demonstration material and the main topics of explanation. They can use this information to prepare their exercise.

### **Procedure for exercises:**

1. Every group has 7 minutes per exercise. They should do the exercise one by one.
2. Before giving feedback to the first group, repeat how to receive feedback:
  - a. Do not be defensive;
  - b. Maximize the feedback;
  - c. See it as a present.
3. Ask the following questions:
  - a. Was the exercise related to the topic?
  - b. Was the exercise feasible and easy to do? Did everyone understand the exercise?
  - c. Was everyone involved?
  - d. Was it creative?
  - e. Which exercise was the best? Why?
4. Summarize the comments.

## **2.1.5 The Finishing Phase**

**Objectives:** To recap the F phase

**Time needed:** 15 minutes

**Materials:** Prepared coloured cards with all steps from the Finishing phase

### **Delivery**

Explanation, **Demonstration**, **Exercise**, **Guidance**:

1. Tell the trainers we will now discuss the **Finishing** phase. And that everyone should pay attention and make notes, because this will help them to prepare their lessons for Wednesday and Thursday.

2. Ask the trainers the percentage of **time** we spend on the F phase (10%).
3. Ask the trainers which acronym we use to remember the F phase: **SQENs**. Ask for the separate steps:
  - a. Summarize
  - b. Questions and answers
  - c. Evaluate results
  - d. Next Step
 If they give the answer, paste the prepared coloured card next to the S and D phase on the wall.
4. Ask the trainers if the **order** is important. Yes, the order is important. Ask why.
5. Ask the trainers what **type of questions** we should ask during the evaluation phase. Closed questions. Why not open questions? Mention a topic and ask for examples of evaluation questions.
6. Tell participants that you are going to do the finishing phase for the session on the SDF model.

### **Finishing**

**Summary:** Summarise the SDF model

- Set up: TABCOD
- Delivery: EDEG
- Finishing: SQENs

**Questions and Answers:** Ask participants for questions & comments.

**Evaluation:** Select a topic and ask for some steps.

**Next step:** Tomorrow the group work on the Exercise phase and of course the use of the SDF model during the technical training program.

## **2.2 Use of Training Aids**

**Objectives:** To recap how to use training aids, including flip-sheets and PowerPoint

**Time needed:** 30 minutes

**Materials:** Prepared PowerPoint presentation on 'use of PowerPoint'  
Prepared flip-sheet with the ABCDEF for flip-sheets  
Markers

### **Set up**

**Title:** Use of PowerPoint and flip-sheets

**Attention:** Ask: Who still remembers the golden rules of using flip-sheets and PowerPoint? Let them name a few and continue. Or: display a bad Power Point slide or a bad flipsheet...

**Benefits:** Flip-sheets and PowerPoint can be useful training aids if you know how to use them in the correct way. With this recap the trainers can prepare themselves better.

**Credibility:** Use it very often myself.

**Direction:** First look at PowerPoint and then at flip-sheets. So no other training aids will be discussed.

**Objectives:** At the end of this session, the trainers should be able to prepare efficient Power Point slides and flip sheets, and use them in a professional manner.

## Delivery

Explanation, **Demonstration**, **Exercise**, **Guidance**:

1. Ask what training material is their favourite. Ask for other materials. The list can be:
  - a. **Projectors** with a screen to project on
    - i. Data projector: to be used with a computer, PowerPoint presentation
    - ii. Overhead projector: to show transparencies
    - iii. Film projector: to show a film, nowadays the computer can also be used for this.
    - iv. Slide projector: to show slides, nowadays the computer can also be used for this.
  - b. **Boards**
    - i. Pin-board for coloured cards, posters, sheets.
    - ii. White board with special white board markers.
    - iii. Black or green board with chalk.
    - iv. Magnetic boards, with magnets to hold on cards or posters.
    - v. Adhesive boards, such as felt boards, or sticky ones – plastic sprayed with spray-on glue.
  - c. **Posters/Pictures**, hung on stands or against a wall, for example.
  - d. **Flip Charts**, with paper and appropriate felt-tipped pens.
  - e. **Audio**, such as learning cassettes, or some learners prefer to listen to music in the background, while learning – probably right brain oriented.
  - f. **Handouts, manuals, books, magazines, promotional leaflets, other paperwork** (documents).
  - g. **Realia** or Demonstration material, for example: samples of pests; diseased leaves; bag of seeds; knapsack sprayer; protective clothing.
2. Show the PowerPoint presentation.
3. Show a flip-sheet with on it:
  - a. Attractive
  - b. **Big and Bold**
  - c. **Capital keywords**
  - d. **Decorative**
  - e. **Efficient**
  - f. **Face the audience**
4. Ask the trainers for explanation. The explanation is:
  - a. Attractive: title, bullet points, blue and black;
  - b. Big and Bold: thick markers, read from 10 meters (remind them that this rule also applies for coloured cards);
  - c. Capital keywords: concise, no sentences, clear (remind them that this rule also applies for coloured cards);
  - d. Decorative: images, drawings, colours to underline;
  - e. Efficient: 3 points, max 6 lines, max 6 words;
  - f. Face the audience: do not speak and write.
5. Ask if anyone remembers other tips, such as:
  - a. Easy to guide discussions, Murphy proof;
  - b. Invisible notes with pencil;
  - c. Pasting notes at the back;

- d. Use flip-sheet as a pointer;
- e. Folding a corner to find back a page;
- f. Folding the paper for straight lines.

6. Finish by saying that if possible, the flip-sheets should be prepared in advance.

### **Finishing**

**Summary:** Summarise most important tips for both PowerPoint and flip-sheets

**Questions and Answers:** Ask participants for questions & comments.

**Evaluation:** Ask for some tips

**Next step:** Use these tips during the sessions.

## **2.3 Group Dynamics**

**Objectives:** To show how communication and group work can be easily disrupted

**Time needed:** 60 minutes

**Materials:** Groups of three chairs  
Flip-sheets  
Markers

**Source:** Adapted from Donna Brandes and Howard Philips (1990), Alan Margolis

### **OPTION 1**

#### **Set up**

**Title:** Group Dynamics

**Attention:** Going to play a game.

**Benefits:** Understanding how others behave in groups.

**Credibility:** Saw in many training programs that in a group the participants behave different.

**Direction:** First do a small exercise, we discuss the outcome and then we discuss how to deal with difficult participants.

**Objectives:** To get ideas on how to handle difficult participants.

#### **Delivery**

**Explanation, Demonstration, Exercise, Guidance:**

1. Form groups of 3 participants each. Each of them will play a different role. The three roles are:

- a. The speaker
- b. The listener
- c. The saboteur

The speaker will tell a story (for example: about his/her business) and the listener will listen and can ask questions. The saboteur has to try to sabotage the conversation (i.e. disrupt). Tell the saboteurs that they can start sabotaging the conversation on your signal. Let the conversation start and after 30 seconds tell the saboteurs they can start sabotaging. Give the groups 2-5 minutes.

2. Now ask participants to change roles and do the exercise again. After two minutes again ask to change roles.

3. Ask participants how it felt to be a saboteur. Was it difficult to disrupt a conversation? Ask if participants can identify the different types of saboteurs.

4. This can be:

- a. Dominance;

- b. Rigidity;
  - c. Interruptions;
  - d. Joking or not being serious;
  - e. Rudeness;
  - f. Silence;
  - g. Distracting.
5. Ask how it felt to be sabotaged. Ask why people would behave as saboteur and discuss how to deal with such a situation. Reasons could be:
- a. The person is an expert and would like to share his/her knowledge: involve the person as a resource person, but do not let the person take over the session;
  - b. The person is bored: involve the person to assist you (for example: in pinning up cards, checking of lunch is ready, handing out documents, etc);
  - c. The person is not motivated: talk it out privately or involve the person as assistant;
  - d. It is the nature of the person: discuss it;
  - e. The person wants to have attention: involve the person;
  - f. The trainer is too directive or is not using different methods and training aids.
6. Other possible solutions are:
- a. Ignore polite;
  - b. Clear interruption;
  - c. Stop the discussion;
  - d. Talk it out (privately or public);
  - e. Acknowledge and postpone;
  - f. Divert attention (don't you have to go to....?);
  - g. Form sub groups;
  - h. Use the saboteur for debate;
  - i. Ask others for help;
  - j. Motivate;
  - k. Allow it (never do);
  - l. Walk away (never do).

Which solutions are preferable?

7. Paste the possible solutions on the wall and refer to it during the training.
8. Tell participants that in the previous exercises we have dealt with saboteurs. But you can also **stimulate** participants to be active. Ask participants how to involve all participants and to stimulate them. Possible ways are:
- a. Be enthusiastic yourself;
  - b. Learn their names;
  - c. Look at people when they talk to you;
  - d. Do not cut people short;
  - e. Give turns in speaking (Who did we not hear yet? Have you already given your contribution?);
  - f. Ask direct questions (Can you tell me what ...);
  - g. Ask for their experience;
  - h. Use examples;
  - i. Involve participants (distribution of handouts, setting up of a computer, etc);
  - j. Choose learning methods that involve all participants (let them do something);

Put the big talkers in one group when having group work.

### **Finishing**

**Summary:** In most groups there is always a saboteur. There are several ways of dealing with this person, for example to involve the person as resource person or assistant, to ask the group for support, or to discuss it privately during a break. To avoid having saboteurs, you have to stimulate your participants as much as possible.

**Questions and Answers:** Allow for questions and comments.

**Evaluation:** Give some situations and ask how to handle as facilitator.

**Next step:** Next time when you have a saboteur in your session, you know what to do.

## **2.4 Performance**

**Note:** There are 2 exercises described. Use the first exercise if the group is a bit shy or not that open. Use the second one if they are ready to do a role-play.

### **Exercise 1:**

**Objectives:** To recap performance

**Time needed:** 30 minutes

**Materials:** None

### **Set up**

**Title:** Performance.

**Attention:** Tell the trainers that we have invited for this session the expert on performance, specially flown over from the US (or France for francophone countries).

**Benefits:** To make yourself aware of your performance so you can correct yourself for the technical training program. Your body language and your voice has to support your message. As trainers, you have to perform, but not act. What is the limit, how can you perform?

**Credibility:** The invitee is the real expert on performance. He/she wrote numerous books and is regular seen in talk shows.

**Direction:** We are going to recall some tips on the body language, and also on the voice.

**Objectives:** At the end of this session, you should be aware of your voice and body language and be able to improve them so that they help the communication and support your message.

### **Delivery**

**Explanation, Demonstration, Exercise, Guidance:**

1. Let the other facilitator come up and do a 3-minute talk. Do one bad one and one good one.
2. Now the other facilitator comes back to the group and asks what the best story was. Ask why and start discussions.
3. Keep in mind:
  - Is the **message** clear and understandable?
  - Does the communicator **look** appropriate? Is the communicator well dressed, neat, tidy, well presented. This is very important, as slovenly attire creates a poor impression.

- Is the communicator's **posture** acceptable? Standing straight, without slouching, hands in pockets or slumped on the podium/desk.
- Does the communicator **look** at all participants? Using the lighthouse technique. Explain the lighthouse technique. Look at all participants from right to left and left to right. Pause for one to two seconds. Look in the eyes. This makes the learners feel fully involved and included in the session. For those nervous at looking in the eyes, then look just over the heads of the participants.
- Did the communicator use the **hands** as a training aid/tool? Use open hands to show respect. Avoid pointing fingers, as this is threatening.
- Did the communicator have a verbal tic or **mannerism**?
- Was the communicator **nervous**? If you are not nervous, there is something wrong. Being over-confident means that perhaps the communicator is in the wrong part of the Circle of Competence.
- Communicators must **perform** but not act. Don't make a fool of yourself. Give examples of previous classes.
- Be **enthusiastic**. This rubs off on the participants.
- **Pamper** your audience: project the voice; articulate, modulate, pronunciation, enunciate, repeat, go fast to excite and slowly to dramatize;
- Try not to show your **back** to the audience.
- Have **exaggerated** hand and body movements but:
  - Do not invade other people's personal space;
  - Be aware of your own body language.

### Finishing

Summary: Mention some of the main points.

Questions and Answers: Allow for questions and comments.

Evaluation: Ask for some tips.

Next step: During the technical training keep these tips in mind.

### Exercise 2:

**Objectives:** To recap performance

**Time needed:** 30 minutes

**Materials:** Prepared assignments

#### Set up

**Title:** Performance.

**Attention:** Tell the trainers that we are not going to do a 2 minute talk, but a 30 seconds talk.

**Benefits:** To make yourself aware of your performance so you can correct yourself for the technical training program.

**Credibility:** Good performance helps delivering the message, seen in many workshops.

**Direction:** We are going to recall some tips on the body language, and also on the voice.

**Objectives:** At the end of this session, you should be aware of your voice and body language and be able to improve them so that they help the communication and support your message.

### Delivery

Explanation, **Demonstration**, **Exercise**, **Guidance**:

1. Give participants a few moments to think about a topic.

2. Explain that all trainers will get an assignment when talking about their topic.
3. Distribute the assignments at random. The **assignments** are:
  - a. Try to tell your story in a non-structured way so it will be very difficult for the other trainers to follow what you are saying.
  - b. Take your shirt out of your trousers, open a few buttons, put your tie wrongly, take off your shoes and try to look shabby.
  - c. While talking put your hands in your pocket for a while, then put them straight against your body (do not make any movements with your hands), stand bend forwards (so do not stand straight), stand if you are not interested at all in the audience.
  - d. Do not look at all at the audience. Try to look away as much as possible when you are facing them. Turn your back once and a while to the audience.
  - e. Point your finger to people, go and stand behind someone while putting your hands on their shoulders.
  - f. Say constantly: "You know". Constantly touch your nose.
  - g. Act if you are very, very nervous. Stutter or stammer a bit.
  - h. Make a show of your 30 seconds. Talk very loud, sing a few lines, let everyone clap their hands to applaud to you, stand on a chair.
  - i. Start talking very softly so hardly anyone can hear you, then talk very loud (too loud), then talk very slowly, then talk very fast. Change these four ways of talking.
4. After every performance, ask other trainers what they saw. Ask for confirmation with the person that did the performance. Write what they say in key words on the flip-sheet. You can use the following:
  - a. Make sure your message is well structured and clear;
  - b. Look presentable;
  - c. Stand straight, look interested, no hands in pockets, use your hands;
  - d. Lighthouse;
  - e. No pointing, no invasion of personal space;
  - f. Beware of tics and mannerism;
  - g. Throw away the monkey;
  - h. Be a facilitator, not an actor or clown;
  - i. Moderation and loudness.
5. Thank all trainers for their excellent performance.

### **Finish**

**Summary:** Mention some of the main points.

**Questions and Answers:** Allow for questions and comments.

**Evaluation:** Ask for some tips.

**Next step:** During the technical training keep these tips in mind.

## 2.5 Preparation

**Objectives:** To list how to prepare the venue and yourself

**Time needed:** 30 minutes

**Materials:** Coloured cards  
Pin board plus pins  
Markers

### Set up

**Title:** Preparation of the venue and of the trainers

**Attention:** Ask: What is the percentage you will spend on preparations? 90% Ask: “failing to prepare is... ?”

**Benefits:** We will list how to prepare the venue and how to prepare yourself, to ensure that you will not forget anything on Wednesday and Thursday.

**Credibility:** Experience in previous workshop.

**Direction:** We will refresh together all the things you have to prepare as trainers.

**Objectives:** At the end of this session you will have a complete check list and be able to prepare your venue and yourself for coming trainings.

### Delivery

Explanation, Demonstration, Exercise, Guidance:

1. The time for this exercise is short. The quickest way of brainstorming is to put some markers and cards on every table and then ask what we should think of when preparing our session. If someone gives an answer, let them write the answer in key words on the card and paste it on the board. Do the brainstorm session topic by topic. (if you have more time, you can split participants into groups and give each of them 1 topic).
2. Discuss the cards per topic. You can have the following cards:
  - a. **Training venue:**
    - Light, especially when using PowerPoint
    - Noise
    - Airco
    - Clock or watch to keep the time
    - File participants: notebook, pen, badge
    - Key of the door!!
  - b. **Training materials**
    - Test electrical equipment
    - Extension cords
    - Visible for all participants?
    - In reach for the trainer?
    - Can you still walk around?
  - c. **Handouts.** Why should you distribute handouts? To avoid that participants do not pay intention when they try to write everything. In this case the handout should contain information A. Another reason is to give extra information. Then the handout should contain information B:
    - Make a selection, do not give handouts that are too bulky;
    - Make the handout attractive;

- The handout should be a “stand-alone”, this means that everything should be understandable without an explanation. Therefore printing out your PowerPoint slides is often not enough.
  - Keep it simple and understandable.
- d. **Seating arrangements.** Ask for some examples and remind them:
- Distance reduces participation
  - Rows reduce interaction
  - Visibility of training aids
  - Comfort
- e. **Prepare yourself:**
- Practise you lesson (in front of mirror, with a friend, in the conference hall) to:
    - Know what you want to say;
    - To time yourself.
  - Visualise your exercise: what are all the steps you have to do;
  - Check the conference hall in advance;
  - Be there in time;
  - Have a plan B (in case there is no power, etc).

3. Make sure the trainers take notes.

### **Finishing**

**Summary:** Mention some of the main points.

**Questions and Answers:** Allow for questions and comments.

**Evaluation:** Ask for some tips.

**Next step:** Use this list when preparing your session on Wednesday and Thursday.

## **2.6 Evaluation**

**Objectives:** To be able to do an evaluation of participants.

**Time needed:** 60 minutes

**Materials:** Tests for all groups

### **Set up**

**Title:** Evaluation

**Attention:** Ask: Why do we evaluate our participants? Possible answer: To test their knowledge and to improve our training program.

**Benefits:** On Wednesday and Thursday you have to evaluate the participants and in this session we will explain how you can do that so you will be well prepared.

**Credibility:** Experience in previous workshop.

**Direction:** We will look at the different types of evaluation and then we will focus on the evaluation that you will do with the participants.

**Objectives:** To be able to do an evaluation of participants.

### **Delivery**

**Explanation, Demonstration, Exercise, Guidance:**

1. List with the trainers different ways to evaluate. Possible answers are:

- a. Spot-check;
- b. Written;
- c. Oral.

Tell participants that on Wednesday and Thursday we will both do written and oral evaluations.

2. Ask them to take the program for Wednesday and Thursday and list all the evaluations and their objectives:
  - a. Wed 09:15 – 10:15 **Pre training test**: to test what the participants already know, to set a baseline.
  - b. Thu 15:45 – 16:45 **Post training test**: to test what participants have learned during the training program, to be compared with the pre test.
  - c. Thu 08:15 – 09:00 **Recap**: to test what the participants have learned the day before, to give them the opportunity to ask questions and to repeat again some important information.
  - d. Thu 16:45 – 17:15 **Evaluation of the training program**: to see what participants think about the program, to give them the opportunity to give comments and suggestions.
  - e. Wed and Thu **Evaluation of trainers**: to evaluate the trainers by the participants to improve their facilitation skills.

Tell the trainers that they will do the oral pre and post test, and the recap.

### PRE AND POST TEST

3. Explain that there are **two types** of pre and post tests: one for dealers and one for farmers. The reason for this is that most farmers cannot read and write. Therefore the test for the **dealers** will be **written**, while the test for **farmers** will be **oral**. The objective of both tests is to see what participants have learned. The test of the farmers has an extra objective to repeat the most important information (because they will discuss the answers).
4. Explain that both tests will be **anonymous**, because GAIDA does not want that participants are tested. However, for us the test is important to see if participants have learned something. Therefore every participant will get a number and the test will be anonymous. Distribute the written tests for the dealers.
5. Explain how the **oral test for the farmers** will be done. There are approximately 25 farmers in total and 7 trainers (that can speak Twi). Every trainer will get a group of 3-4 participants. Each trainer will get a list of questions to ask. The participants give the answer and the trainer writes down the answer. **Beware**: the questions are written in English but will be asked in Twi. The answer has to be written in English. Distribute the tests for the farmers.
6. Explain that there are three different types of questions:
  - a. **Open questions** (question 1 pre test): the trainer asks the question and the participants have to give the answer. Sometimes the trainer shows a picture (question 2 and 10 pre test) and participants have to tell what it is or shows.
  - b. **Closed questions** (question 5 pre test): this is one question with some sub questions. For every sub question the participants have to answer yes or no.
  - c. **Multiple choice questions** (question 9 pre test): there are some answers given and the participants have to select the best answer.
7. The questions will be asked to the whole group. To avoid that the same person is providing the answers every time, the trainer can rotate the questions. If the participant does not know the

answers, the others can help. Or if the participant provides the answer (note this answer) ask other participants if they agree.

8. The **correct answer** should be given after the participants have answered the question. Explain if necessary.
9. Let the trainers form pairs and let them each practise the different types of questions:
  - a. Pre test farmers question 3 (open question);
  - b. Pre test farmers question 7 (closed question);
  - c. Pre test farmers question 9 (multiple choice).

## **RECAP**

10. Ask the trainers to form a circle with their chair. Divide the group in two: one is pesticides, the others are seeds. When you call seeds, everyone who is seed has to get up and find another chair. If you can inputs, everyone has to get up. Try one round. Do another round and take a seat yourself so someone is left in the middle. Ask the person a question. Now the person who stands in the middle has to say either pesticides, seeds or inputs.
11. Tell the trainers that we will do this exercise on Thursday morning. The objective is to recap what was done the day before. Participants hear the information for a second time and they can ask questions. Because the group is big we will split up the participants into four groups, so each group has approximately 12 participants. Ask for 4 volunteers who would like to do this exercise. Tell them that we have prepared the questions.
12. Again do the exercise from the start and explain step by step. Make sure to explain the following:
  - a. **Do not explain all steps at once.** So do not say: you have to get up when I say seed and the one in the middle has to answer a question and then say seed or pesticides so another person will be in the middle.
  - b. **Always have a test round:** during the first test round, you will stay in the middle. During the second test round you will take a seat.
  - c. **Repeat**, repeat, repeat the steps.
  - d. If someone comes in the middle who already had a question, he/she calls out again to get someone else in the middle.
  - e. Make sure **everyone** gets a question: during the last round participants have to collaborate to ensure that a person will get into the middle who did not get a question yet.
  - f. If a participant gives the **correct answer**, either praise or ask other participants if they agree (keep the 6 Ps in mind: Pose the Q, Pause, Proceed or Pick, Pull or Push, Paraphrase, Praise).
  - g. If a participant gives the **wrong answer**, ask other participants if they agree and try to get the answer from them.
13. Let one of the trainers try the exercise.

## **Finishing**

**Summary:** Mention again the two different types of evaluations that the trainers will do (oral pre and post test, and recap).

**Questions and Answers:** Allow for questions and comments.

**Evaluation:** Ask for some tips for the test and for the recap. Ask for the 6 Ps for questioning.

Next step:      Also here: prepare yourself well.

## **2.7 Preparation of the Lessons**

Allow enough time for the preparation of the lessons.

Support the preparation of the lessons by the trainers. Focus especially on:

- Content (A level information);
- Exercise;
- Attention;
- Handout: participants need to get a handout. Help them to prepare it, on the basis of the CD-Rom files.

## 3. Technical Training Program

### 3.1 Instruction for the Trainers

**Objectives:** To brief the trainers about the technical training program

**Time needed:** 30 minutes

**Materials:** Program for everyone  
Slide 5

**Procedure:**

1. Make sure every trainer has a program and discuss it to ensure that everyone knows when and where to do which session.
2. Remind them of the following:
  - a. 2 days;
  - b. 2 groups, so 2 conference halls;
  - c. 30 participants per group;
  - d. Every lesson will be done twice;
  - e. Be in time;
  - f. Respect the time per session: 30 minutes (do we put up coloured cards for 5 minutes?);
  - g. 5 minutes to prepare before each session;
  - h. Help each other preparing the venue;
  - i. Clean up everything you used after your session.
3. Each session will be watched by one of the facilitators. After each session a very short feedback will be given (2 minutes). Friday the rest of the feedback will be given.
4. Also each participant will get an evaluation form to evaluate the sessions. On Friday the trainers will get the results.

### 3.2 Evaluation Form for Participants

**Objectives:** To evaluate the trainers by the participants

**Time needed:** 5 minutes after each session

**Materials:** Evaluation form for each participant

**Procedure:**

1. Explain at the beginning of the day to all participants that we would always like to improve our training programs. Therefore we ask them to evaluate every session. To avoid mixing up of sessions at the end of day, we will distribute a form with 3 small questions that they can complete after each session.
2. Distribute the form.
3. Remind participants after every session about the evaluation form.

## 4. Feedback to Trainers

### 4.1 The Best of the Session and What to Improve

**Objectives:** To start the day in a positive way and to give everyone the chance to say something positive about their sessions and what to improve

**Time needed:** 60 minutes

**Materials:** Coloured cards  
Markers

**Procedure:**

1. Give every trainer two different coloured card and a marker. Ask them to write what went best during their presentations yesterday and the day before.
2. Ask them one by one to read out load their card and paste them on the board. Paste them into the following categories:
  - a. SDF model
  - b. Content of the lesson (explication)
  - c. Exercise
  - d. Presentation: verbal and non verbal
  - e. Training materials
  - f. Others
3. Let them explain.
4. Now ask everyone to write down what they would like to improve for next time.
5. Put the cards on the board in the categories and let the trainers explain

### 4.2 The Content

**Objectives:** To correct errors made during the session content-wise.

**Time needed:** 30 minutes

**Materials:** Prepared PowerPoint

**Procedure:**

1. Prepare the evening before a PowerPoint presentation with all information that was not correct and what the correct information is.
2. Show the presentation and ask participants what the correct info should be.

### 4.3 The Exercise

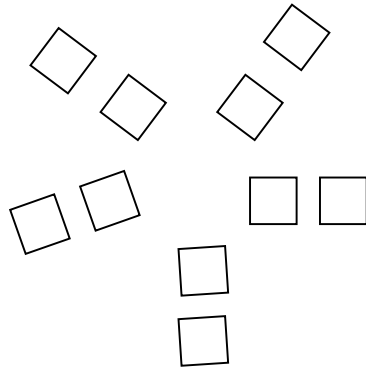
**Objectives:** To discuss the exercises

**Time needed:** 45 minutes

**Materials:** None

**Procedure:**

1. Let participants sit in a Margolis wheel with their chairs.



2. Let the people in the inner ring explain their exercise to the person who is sitting opposite them. They have to discuss together the strongest and the weakest point of that exercise. Give them 5-10 minutes to discuss.
3. Now ask the people in the outer circle to move up one chair. Now the people in the outer circle have to explain their exercise. Together they discuss the strongest and weakest point. Give them 5-10 minutes to discuss.
4. Discuss in plenary the results. Explain as facilitator the exercise and ask the trainer to tell the strongest and weakest point. Add your own comments. If the exercise was not very strong, ask the group for other possible exercises.

### 4.4 Training Materials

**Objectives:** To discuss the training materials

**Time needed:** 20 minutes

**Materials:** Used training materials

**Procedure:**

1. Give a summary on the training materials, so how many were use on average per session, what type of materials were used, how many trainers used real materials, etc.
2. Show some material that was used and ask participants what can be improved. Give some general feedback.

## 4.5 Verbal and Non Verbal Presentation

**Objectives:** To discuss the verbal and non-verbal presentation

**Time needed:** 45 minutes

**Materials:** Paper ball

**Procedure:**

1. Prepare a ball of paper and ask participants to stand in a circle. Ask in general what went well in the verbal and non-verbal presentation and throw the ball to someone. That person has to answer.
2. No ask that person what he/she would like to improve. Give feedback about the verbal and non-verbal presentation.
3. Ask the person to throw the ball to someone else and ask the same questions. Continue till everyone had the ball.

## 4.6 Others

**Objectives:** To give feedback on any other matter

**Time needed:** 45 minutes

**Materials:** Evaluation forms of facilitators and participants  
Test of participants

**Procedure:**

1. Give all participants feedback on matters that were not discussed yet (following of the SDF model, preparations).
2. Show them the results of the evaluation of the participants, including the results of the tests.

## 4.7 Evaluation

**Objectives:** To evaluate the follow up ToT

**Time needed:** 30 minutes

**Materials:** Coloured cards  
Markers

**Procedure:**

1. Give every participant 3 different coloured cards.
2. Let them write on one card what they really liked about this follow up (content wise!), on another card what can be improved (content wise!) and on the last card general comments (including conference facilities, etc).
3. Collect the cards.

# Attachments

## 1. List with Topics

### 1. Protective Clothing

- Why storekeepers must wear protective clothing
- Types of protective clothing
- How to wear protective clothing

### 2. Storage of pesticides

- How to organize the pesticide store
- The proper construction of a pesticide store

### 3. Calibration

- How to advise farmers on the dosage of a pesticide (for PPRSD, with local dosage references)
- How to calibrate a knapsack sprayer
- The different types of pesticide formulations and the main characteristics of each formulation.

### 4. Cleaning and destruction of pesticide containers

- The correct cleaning and destruction of pesticide containers (not disposal)
- How to deal with an accidental spill of pesticide on the store floor.

### 5. First Aid

- First aid for someone who has been contaminated with pesticide in both the eyes and on the skin.
- How to deal with a contamination by ingestion and by inhalation.

### 6. Transportation of Pesticides

- Safe transportation of pesticides
- What to do in the case of an accident while transporting pesticides.

### 7. Buying and selling of pesticides

- Buying pesticides – guidance for storekeepers
- Why only registered pesticides should be sold
- How to read a pesticide label
- How to receive stocks of pesticides

### 8. Basic principles of integrated pest management

- Theory of the basic principles of integrated pest management

### 9. Disposal of pesticide

- How to construct a disposal pit
- How to construct an on-farm incinerator
- How to dispose used containers

10. **Types and functions of spraying equipment**
  - The different types of spray nozzles, their spray patterns and their appropriate uses in spraying crops.
  - The different parts of a knapsack sprayer and how they function.
11. **Hazards accompanied with mishandling pesticides.**
  - The types of hazards by pesticides.

Allow for additional topics according to the needs and level of the participants. Some ideas:

- How to read a pesticide label (not the toxicological band).
- How to read the toxicological band on a pesticide label.
- The main types of pesticides' formulation and their advantages and inconvenient (or just focus on liquid formulations or solid formulations).
- What is an active ingredient?
- What is a formulation?
- Why a dealer should only sell registered pesticides / Why a farmer should only buy registered pesticides?
- The cause of counterfeit and fraudulent pesticides / the consequences.
- How can a farmer recognise a counterfeit / fraudulent pesticide?
- Why a farmer should not re-use empty pesticide containers.

## 2. Possible Program Technical Training

### DAY 1

08:00 – 08:25	Opening	
08:25 – 09:00	Introduction of participants	
09:00 – 09:15	Objectives of the advanced course on crop protection and program	
09:15 – 10:15	Pre-training test	
10:15 – 10:45	<i>Coffee break</i>	
	<b>Room 1</b>	<b>Room 2</b>
10:45 – 11:20	How to read a pesticide label (either the toxicological band or label without toxicological band ) (Person 1)	How to advise farmers on the dosage of a pesticide (Person 2)
11:25 – 12:00	The types of hazards by pesticides (Person 3)	The different parts of a knapsack sprayer and how they function (Person 4)
12:00 – 13:30	<i>Lunch</i>	
	<b>Room 1</b>	<b>Room 2</b>
13:30 – 14:05	Why storekeepers must wear protective clothing (Person 5)	The different types of spray nozzle, their spray patterns and their appropriate uses in spraying crops (Person 4)
14:05 – 14:40	How to wear protective clothing (Person 3)	Cleaning and destruction of pesticide containers (Person 6)
14:40 – 15:15	The proper construction of a pesticide store (Person 5)	How to deal with an accidental spill of pesticide on the store floor (Person 8)
15:15 – 15:50	How to organize the pesticide store (Person 6)	First aid for someone who has been contaminated with pesticide in both the eyes and on the skin (Person 2)
15:50 – 16:15	<i>Coffee break</i>	
16:15 – 16:50	How to receive stocks of pesticides (Person 7)	How to deal with other forms of contamination (Person 8)
16:50 – 17:25	Why only registered pesticides should be sold (Person 1)	Buying pesticides – guidance for storekeepers (Person 7)
17:25 – 17:35	Closure of the day	

**DAY 2**

<b>08:00 – 08:15</b>	Opening	
	<b>Room 1</b>	<b>Room 2</b>
<b>08:15 – 09:00</b>	Questions and studies of the courses of the previous day	Questions and studies of the courses of the previous day
<b>09:00 – 09:35</b>	How to read a pesticide label (Person 1)	How to advise farmers on the dosage of a pesticide (Person 2)
<b>09:35 – 10:10</b>	The types of hazards by pesticides (Person 3)	The different parts of a knapsack sprayer and how they function (Person 4)
<b>10:10 – 10:40</b>	<i>Coffee break</i>	
<b>10:40 – 11:15</b>	Why storekeepers must wear protective clothing (Person 5)	The different types of spray nozzle, their spray patterns and their appropriate uses in spraying crops (Person 4)
<b>11:15 – 11:50</b>	How to wear protective clothing (Person 3)	Cleaning and destruction of pesticide containers (Person 6)
<b>11:50 – 12:25</b>	The proper construction of a pesticide store (Person 5)	How to deal with an accidental spill of pesticide on the store floor (Person 8)
<b>12:25 – 13:30</b>	<i>Lunch</i>	
<b>13:30 – 14:05</b>	How to organize the pesticide store (Person 6)	First aid for someone who has been contaminated with pesticide in both the eyes and on the skin (Person 2)
<b>14:05 – 14:40</b>	How to receive stocks of pesticides (Person 7)	How to deal with other forms of contamination (Person 8)
<b>14:40 – 15:15</b>	Why only registered pesticides should be sold (Person 1)	Buying pesticides – guidance for storekeepers (Person 7)
<b>15:15 – 16:00</b>	Questions on any subjects, and revision of the courses	
<b>16:00 – 16:15</b>	<i>Coffee break</i>	
<b>16:15 – 17:15</b>	Post-training test	
<b>17:15 – 17:45</b>	Evaluation of the advanced course on crop protection	
<b>17:45 – 18:00</b>	Wrap up and next step	

### 3. Evaluation Form for Participants

To improve training programs in the future we would like to ask you to complete this form. **Please answer the questions after each session.**

#### Session 1

Title: How to read a pesticide label

Trainer: Mr. X

##### a. How would you rate the session?

I learned nothing new	I learned some new things	I learned a lot of new things

##### b. How would you rate the trainer?

Not competent at all	Not competent	Neutral	Competent	Very competent

##### c. What did you like the most in this session?

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#### Session 2

Title: The types of hazards by pesticides

Trainer: Mr. Y

##### a. How would you rate the session?

I learned nothing new	I learned some new things	I learned a lot of new things

##### b. How would you rate the trainer?

Not competent at all	Not competent	Neutral	Competent	Very competent

##### c. What did you like the most in this session?

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**Session 3**

Title: Why storekeepers must wear protective clothing

Trainer: Mr. Z

**a. How would you rate the session?**

I learned nothing new	I learned some new things	I learned a lot of new things

**b. How would you rate the trainer?**

Not competent at all	Not competent	Neutral	Competent	Very competent

**c. What did you like the most in this session?**

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## 4. Pre Test for Participants

*For trainers' use only*

YOUR NAME : \_\_\_\_\_

GLOBAL MARK : ...../.....
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Please answer the following questions:

1. Crop protection products can be hazardous to (circle the right answer(s)):
  - a. the environment
  - b. humans
  - c. livestock
  - d. all of the above

2. When you apply crop protection products, how can you protect yourself?

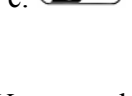
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3. Explain the meaning of the following pictograms:



4. You can always find the following information on a crop protection product label (circle the right answer(s)):

- a. the name of the manufacturer
- b. the registration number
- c. the date of expiring
- d. the origin of the active ingredient

5. Name 3 important routes of entry into the body for crop protection products.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

6. Which part of the body has the greatest crop protection product absorption rate?

---

7. How can we protect these parts of the body:

a. the face ? : \_\_\_\_\_

b. the hands ? : \_\_\_\_\_

c. the eyes ? : \_\_\_\_\_

d. the legs ? : \_\_\_\_\_

8. Why should the floor of a crop protection product store be free from cracks?

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9. Why is ventilation necessary in a pesticide store?

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10. Why should crop protection products not be stored directly of the floor?

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11. Why should liquid pesticides be stored below powder pesticides?

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12. During transport, the followings items can be transported together (circle the right answer(s)):

a. pesticides and cement

b. pesticides and vegetables

c. pesticides and people

d. herbicides and insecticides

e. pesticides and seeds

f. pesticides and fertilizers

13. Why is it important to know the manufacturer or importer of pesticides?

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14. Should we base the purchase of a pesticide on the price alone? (circle the right answer)

- a. yes
- b. no

15. With regard to pesticide storage, explain the “first in, first out” system.

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16. Why is it necessary to update stock records of pesticides?

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17. What do the following abbreviations stand for with regard to pesticide formulations?

- a. EC:
- b. WP:
- c. GR:
- d. SC:

18. Give 2 disadvantages of a wettable powder formulation.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

19. If your spray tank holds 15 litres and you need to spray one half of a hectare at 150 litres/ha volume rate, how many tank fills would you need?

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20. Why should one puncture the pesticide container after using the content?

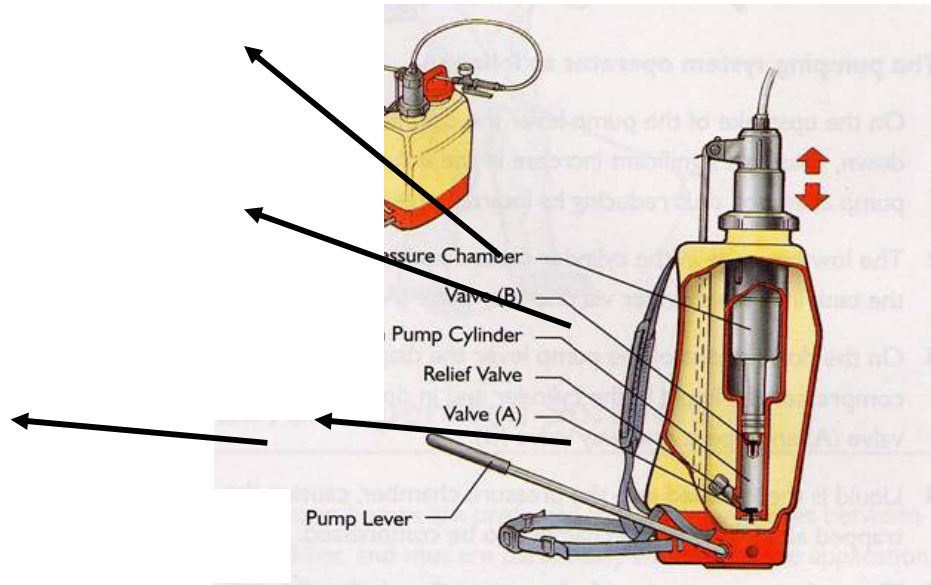
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21. How many times should the container be washed after using the content?

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22. Name the following parts of the piston pump operated knapsack sprayer, and explain their functions:



23. What is essential in first aid treatment after poisoning by a pesticide?

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24. After giving first aid, what should you do with the patient?

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25. List 3 things to do in the case of an accidental spillage during transport of pesticides:

- a. 

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- b. 

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- c. 

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26. Draw a diagram of an on-farm incinerator:

## 5. Post Test for Participants

*For trainers' use only*

YOUR NAME : \_\_\_\_\_

GLOBAL MARK : ...../.....

Please answer the following questions:

1. Crop protection products can be hazardous to (circle the right answer(s)):

- g. the environment
- h. humans
- i. seeds
- j. all of the above

2. When you apply crop protection products, how can you protect yourself?

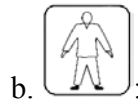
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3. Explain the meaning of the following pictograms:



4. You should always find the following information on a crop protection product label (circle the right answer(s)):

- a. the name of the importer
- b. the registration number
- c. the date of expiring
- d. the risk sentences

5. Name 3 important routes of entry into the body for crop protection products.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

6. Which part of the man body has the greatest crop protection product absorption rate?

---

7. How can we protect these parts of the body:

a. the head ? : \_\_\_\_\_

b. the arms ? : \_\_\_\_\_

c. the respiratory ways ? : \_\_\_\_\_

d. the eyes ? : \_\_\_\_\_

8. Why should the floor of a crop protection product store be free from cracks?

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9. Why is ventilation necessary in a pesticide store?

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10. Why should crop protection products not be stored directly of the floor?

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11. Why should liquid herbicides be stored separately to powder insecticides?

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12. During transport, the followings items can be transported together (circle the right answer(s)):

a. rodenticides and mattresses

b. fungicides and vegetables

c. pesticides and cattle

d. fungicides and insecticides

e. fungicides and seeds

f. herbicides and urea

13. Why is it important to know the manufacturer or importer of pesticides?

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14. Why should we not base the purchase of a pesticide on the price alone?

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15. With regard to pesticide storage, explain the “first in, first out” system.

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16. Why is it necessary to update stock records of pesticides?

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17. What do the following abbreviations stand for with regard to pesticide formulations?

- a. ULV:
- b. DF:
- c. EC:
- d. SC:

18. Give 2 disadvantages of a ULV formulation.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

19. If a herbicide dosage rate is 6 L/ha, and if your spray tank holds 15 litres and you need to spray 300 litres/ha volume rate, which quantity of that herbicide do you need per tank?

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20. Describe the principles of cleaning and disposing empty pesticide containers.

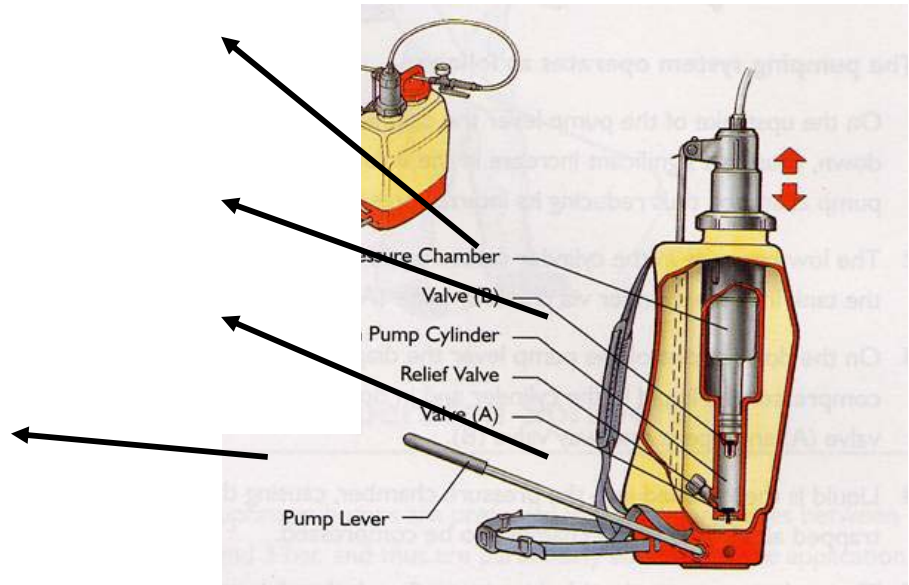
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21. Name the 4 following parts of the piston pump operated knapsack sprayer, and explain their functions:



22. What is essential in first aid treatment after poisoning by a pesticide in the eyes?

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23. How do you clean up a vehicle in which pesticides have been spilled?

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24. List 3 things to do in the case of an accidental spillage during transport of pesticides:

- a. 

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- b. 

---
- c. 

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25. Draw a diagram of an on-farm incinerator: