



Workshop Report Ecohealth Training of Trainers (ToT) workshop for Ecohealth lecturers/trainers Field Building Leadership Initiative

30th June – 4th July 2012, Pattaya, Thailand

Workshop planning

This workshop was planned in the FBI proposal as one of the building blocks for building capacity in Ecohealth teaching for participating institutions. It followed a Writeshop which was held in Bangkok in March to review the draft FBI Ecohealth Trainer Manual.

The **ToT workshop objectives** (slightly adjusted during the workshop) were:

1. Help future Ecohealth trainers/lecturers meet Trainer competencies for teaching Ecohealth
2. Provide opportunities for future Ecohealth trainers and course organizers to gain practice in teaching Ecohealth using the Trainer manual
3. Provide a forum for future Ecohealth trainers/lecturers to collaborate as teams to prepare to teach Ecohealth courses
4. Create a learning environment where participants and trainers learn from each other
5. Help build and strengthen a network of Ecohealth trainers in the Region.

Preparation for the workshop included consultation with the FBI and drew on feedback from the Writeshop. A needs assessment survey was distributed to all participants prior to the workshop and completed by 11 participants. The four facilitators spent two days on workshop planning on-site before the workshop. The workshop agenda is provided in the appendix.

A total of **17 participants** attended the entire workshop, and 2 additional participants attended the first day. There were four workshop facilitators: David Waltner-Toews, Fang Jing, Pierre Horwitz and Sonia Fèvre.

The format of the workshop provided two and a half days of interactive training of the topics addressed in the seven modules of the Ecohealth Trainer Manual. Originally, the remaining time was to be spent on participant preparation and delivery of mini-teaching sessions using activities from the manual and working in country groups. Based on participant feedback during the workshop, the focus of the second half of the workshop was changed to allow groups to focus mainly on planning of their future Ecohealth courses in country groups, with only one group electing to also deliver a mini-training session.

Ecohealth Trainer Manual pilot phase

The workshop served as a ‘soft launch’ for the pilot of the **FBI Ecohealth Trainer Manual**. This manual has been developed by co-authors in Southeast Asia and elsewhere to provide a core resource for lecturers, trainers and facilitators to develop teaching courses in Ecohealth. It has drawn from a wide range of existing Ecohealth resources and aims to frame this in a way relevant and applicable to audiences in Southeast Asia. The manual and

its supporting texts was disseminated to all workshop participants prior to meeting, and is available online at <https://www.vetswithoutborders.ca/what-we-do/asia/ecohealth>

The workshop thus provided a first opportunity to get user feedback on the completed Pilot Ecohealth Trainer Manual. The manual will continue undergoing revisions based on user feedback and editor contributions according to the following process:

- Preliminary feedback from ToT workshop (user feedback and facilitator experience of delivering activities) will help frame some of the revisions and questions to ask during pilot phase
- Repeat online surveys with ToT participants and other manual users (month 1 [early August], 3 [early October] and 6 [early January])
- Potential meeting with manual users at Kunming conference to gather face-face feedback depending on rate of use by that time (this will likely be too early for most to have made significant use of manual)
- Re-editing process by Manual Executive editors and coordinator, with input from authors subject to availability¹, between October 2012 – March 2013
- Final edits and revisions completed by March 2013
- Final manual completed (with edits/designs) by May 2013
- Translation of manual into 4 FBLI languages after May 2013

Specific suggestions for manual revisions include:

- Reconsider order of modules (see workshop survey)
- Improve links between modules
- Consider use of terms student/trainer and changing to participant/learner and facilitator
- Adapt Disease Ecology module to explain basic concepts and provide alternatives to win epi model e.g. visual graphs
- Include explicit reference in Systems module to feedback loops and scale
- Feedback from Activity 2 used in workshop: either compare two different case studies (chosen in advance), one a good example of multi/disciplinary, one a good example of transdisciplinary working (although no 'gold standard' available); or adjust activity to be more of planning tool than an evaluation tool, showing how different levels of integration are important at different stages of research. Either way a completed sample matrix should be provided for trainer as a model.

Workshop outcomes

- a) Manual feedback and recommendations for FBLI (see other sections)
- b) Video excerpts
- c) Country teaching plans

b) Video tutorials and highlights of workshop

As part of the capacity building aims of the FBLI, a videographer was hired to produce short educational videos from the workshop. The purpose of these videos is to provide a multi-media resource to accompany the publication of the Ecohealth Trainer Manual. Lecturers and trainers interested in teaching Ecohealth will be able to use these videos as a reference guide for preparing courses around the specific modules. **Video summaries of the workshop program** will be disseminated through VWB/VSF's and the FBLI websites.

¹ All authors agreed to the Executive Editors making continued revisions/adjustments to the manual based on the workshop and ongoing feedback

c) Country teaching plans

All full-time participants in the workshop worked with their country group from China, Indonesia, Thailand or Vietnam. Each country group produced a clear plan for future Ecohealth courses which would result from, or be informed by, this ToT workshop.

China (Kunming Medical University)

- An elective 18 hour Ecohealth course is planned for Kunming Medical University undergraduate students
- The course will cover a number of modular topics using lecture, class discussion and case study exercises
- A series of cross-institutional joint seminars will be also organised

Indonesia (FBLI Future Leaders training)

- A two day course on Ecohealth was designed as part of the upcoming Future Leaders training course for professionals
- A range of activities will be integrated to achieve a practical understanding of Ecohealth using rich pictures, interactive discussions and presentations

Thailand (Mahidol University)

- Mahidol University plans to prepare two units for a 36 hour module as part of the future Master/Doctor of Philosophy Programme in EcoHealth: Science, Policy and Management (International Programme)
- The module will cover the six Ecohealth principles (lecture, conference and tutorials): Ecohealth concepts and principles; Ecohealth in Practice: Case Studies; Conferences on Ecohealth

Vietnam (Hanoi School of Public Health)

- The Hanoi School of Public Health (HSPH) plans to prepare two Ecohealth courses: one is a 4 hour module for the Master of Public Health and Specialist Level 1 Public Health students, covering Ecohealth concepts, causal networks/rich pictures for specific health issues; and relevance of Ecohealth.
- The second course will be: Applying Health Sociology and Medical Anthropology in Public Health, part of a Bachelor of Public Health, including lecture, plenary, group work, case studies and choosing appropriate interventions.

Workshop Evaluation

Evaluation and reflection were integrated into the workshop in various ways. Opportunity for daily feedback to the facilitators was provided using different formats every day (e.g. flipcharts, post-its, written surveys) and time for feedback and reflection was also provided during some of the morning introductory sessions. The facilitators discussed the feedback daily and responded accordingly by adjusting elements of the program to meet participant needs. The importance of personal reflection on the part of participants was also emphasized. Participants were encouraged to use their notebooks for daily 'journaling' and to discuss their reflections.

A workshop evaluation survey was also distributed to participants on the last afternoon. This was completed by 14 participants. The complete results are tabulated in Appendix I and significant points summarized here.

Summary of points from workshop survey

- The main objectives of the workshop were achieved:
 - All participants agreed/strongly agreed that the workshop was a good forum for future Ecohealth trainers to collaborate as teams

- All participants agreed/strongly agreed that they felt part of a growing Ecohealth network, and 13/14 agreed/strongly agreed that they feel they can make a personal contribution to building the field of Ecohealth in Southeast Asia
- All participants agreed/strongly agreed that the workshop gave them a better understanding of how to teach Ecohealth, and that it has helped them to plan and design an Ecohealth course
- 11/13 felt the workshop helped them develop skills for teaching Ecohealth more effectively, and 2/13 were neutral
- Participants' assessment of their competencies to teach Ecohealth varied between 'strongly agree', 'agree' (most) and 'neutral'. This is unsurprising due to the change in focus of the workshop to concentrate on course planning rather than on teaching per se. It is hoped that through peer support and practice the participants' confidence in teaching Ecohealth will improve
- Participants **would have liked to spend more time discussing how to integrate case studies** in teaching, which case studies to use, etc. (Due to the limited time for the workshop, the organizers chose to include a field walk but not a full case study)
- **Participants highly valued the participatory, collaborative and interactive nature of the workshop, in the form of games, learning activities and country group work**
- Other workshop highlights included the definition of health activity, the facilitators, and mention of specific topics such as introduction to Ecohealth, systems thinking and participatory rural appraisal
- **Unexpected outcomes included: gaining increased knowledge about Ecohealth, learning about effective teaching, participation, and having a good Ecohealth network**
- **Areas for improvement include: more direction/input to be provided by facilitators, more time for reading the manual, and better time management**
- See 'Recommendations' about requests / opportunities for VWB (and FBFI) to continue to support participants
- **Participants expect to contribute to the Ecohealth field by teaching/designing Ecohealth courses, sharing information about Ecohealth with others, promoting long term education and research, and providing feedback**

Recommendations for FBLI programs and workshops

- Most participants did not read the companion texts before the workshop, although they were requested to do so several times. This indicates that **workshop organizers cannot expect participants to do significant preparation beforehand; or, if this is necessary, it needs to be formally organized beforehand and perhaps coordinated by FBLI country representatives.** This will be important to keep in mind when organizing the Research Workshop
- Participants would have liked to spend more time discussing how to integrate **case studies** in teaching, which case studies to use, etc. (due to the limited time for the workshop, the organizers chose to include a field walk but not a full case study). **This should be considered for other training workshops such as Future Leaders**
- **Participants value the collaborative and interactive format as a way of learning from each other and building relationships;** this should be maintained in other workshops (such as the Research workshop or Future Leaders)
- The agenda was updated daily to reflect changing needs and address time management but the new agenda timings were not systematically shared with participants (except on the last day). **Sharing the updated daily agenda should be done systematically every day and after breaks if changes are made, to reassure participants that the workshop is on track**
- There is a plan to translate the manual once it is considered ‘good enough’ – at that point we will seek support from FBLI network to find appropriate translators and ensure translation is done according to needs – probably in 2013
- Recommendations for VWB’s continued support may be relevant for the whole FBLI; these include:
 - **Keeping participants/the network updated when modules are revised and the mini-modules completed, and with up to date references/articles etc on Ecohealth**
 - **Provide opportunities for ongoing reflection / evaluation amongst Ecohealth trainers**
 - **Supporting short courses in-country** through participant institutions and Future Leaders
 - **Holding a workshop at a later date to assess progress in the Ecohealth field and providing a platform for information sharing:** the FBLI final workshop may serve this purpose
- It is encouraging that a number of mechanisms may already exist to respond to participants’ requests, such as
 - Ecohealth Network website for sharing documents, coordinated by Mahidol
 - FBLI end of project workshop
- Consideration needs to be given to **how the FBLI will continue to support Ecohealth teachers (ToT participants and others) to develop Ecohealth courses – particularly teachers who were not part of the ToT but who would like to use the manual and develop teaching courses of their own** (the workshop videos can serve as supporting resources for ongoing training, for example)

Appendix I: Results of workshop evaluations

Daily evaluation: participants' comments (on flipcharts):

How have your competencies have been improved/ strengthened after day 2 of the workshop?

- I feel confident with teaching the definition of Ecohealth approaches by participating way
- I improve my knowledge about Ecohealth and about learning methods
- I have learned
 - Interactive styles i.e. involving trainees in training
 - Using activity to run the content
- Group work and team work
- Adult learning Ecohealth
- How evaluation of the day is emphasized and designed to allow active participation of trainees
- Teaching methods for Ecohealth trainings
- I have learned a few ways to get people to participate, and some new ways of teaching
- I improve in organizing the training
- I know more activities to introduce Ecohealth concept.
- The perspective of Ecohealth perspective of system think
- The competency to organized student to discuss the health of other issue
- Competences improved : understanding about
 - Ecohealth / Ecosystem health
 - System thinking knowledge
- Knowledge on Ecohealth and active teaching methods used in Ecohealth training : group work and high level of participation
- Competencies strengthen systematics thinking in scientific ways
- I know how to conduct well reflection activities and group discussions
- Problem identification analyze from a system perspectives
- Learning from other people
- I focus to design and teach the approach

Results off End of Workshop Survey :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know NA
Workshop objectives						
I was able to to take risks and learn new things	7	7				
I participated in activities in the way I wanted to	6	5	3			
The workshop was a good forum for future Ecohealth trainers to collaborate as teams	12	2				
I read the companion texts <i>before</i> the workshop		7	5	1		
I learnt from other participants and trainers in this workshop	9	3				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know NA
I had the chance to get to know other people in the workshop	10	3	1			
I feel like I am part of a growing Ecohealth network	9	4				
I feel like I can make a personal contribution to building the field of Ecohealth in Southeast Asia	10	3	1			
The workshop has given me a better understanding of how to teach Ecohealth	11	3				
The workshop has helped me develop skills for teaching Ecohealth more effectively	9	2	3			
The workshop has helped me to plan and design an Ecohealth course	7	5				
<i>The Manual</i>						
I had enough time to familiarise myself with the contents of the Manual during the workshop		6	8			
The manual was explained in sufficient detail (now I understand how the manual can be used)		10	4			
<i>Facilitators</i>						
Facilitators modeled Ecohealth principles in their teaching	8	7				
Facilitators instructed clearly and appropriately	6	7	2			
Facilitators answered questions clearly	6	4	4			
Facilitators showed openness to new ideas and experiences	7	4	1			
Facilitators adapted workshop activities to respond to my needs and requests	7	5	1	1		
Facilitators showed collegial and collaborative attitudes	8	5				
Facilitators had good time management	4	5	4	1		
Sometimes I found it hard to follow the discussion because of the language differences	1	3	4	4	2	
<i>Competencies</i>						
I feel confident that I could deliver Module 2: Introduction to Ecohealth	6	4	4			
I feel confident that I could deliver at least one other module	4	9	1			
I can explain why the principles of Ecohealth are important for research and practice	3	10	1			
I now understand the purpose of 'learning by doing'	6	6	2			
I understand the value of adult learning	6	6	1			
As a result of this workshop I am more confident that I can design and facilitate an Ecohealth course	5	7	2			

What else could have been done to better help you in the preparation and planning of course design or development of teaching skills for Ecohealth?	No. responses
More time to read materials	1
Sharing information on EH network activities	1
Sending up to date references on EH	1
Develop 3 more mini-modules on remaining EH principles	1
More group presentations	1
Working groups to design module training	1
Support when plan is not working 'according to plan'	1
Visit community and analyse their possible problems using rich map exercises	1
More comments/input from facilitators	2
More on case studies eg. how to use case studies in teaching, case study toolkit ² , show the principles and steps in EH research design	5

What stands out as a highlight from this workshop?	No. responses
Introduction to EH	1
Defining EH approach and how EH principles are integrated	1
Participatory / interactive nature of workshop including group work	5
Working as a team and adapting to workshop outcomes of each day	1
Clear and focused on target	1
Exercises / learning activities	3
The way it was organised showed the application of Ecohealth principles	1

² Note that a section on how to develop case studies is provided in the manual appendix

Please name the two best things about the workshop	No. responses
Friendships	1
Games	1
Country group work / team work	4
Interaction trainers/trainees and high participation	5
Trainers' lectures and teaching methods	1
Systems thinking	2
Participatory rural appraisal	1
Flexibility with agenda to fit with needs of participants	1
Clear and generous guidance from facilitators / capable facilitators	3
Knowledge improvement around Ecohealth	1
Multidisciplinary	1
The manual	1
Concepts/definitions of health	3
Hotel	1
Field walk	1
Networking	1

Do you have any comments about the manual (specific comments or suggested changes to make)?

Combine/ put first modules 4, 6, 7 to introduce complexity of living world, then module 5

Add specific case studies to each module

Improve links between modules – still fractional

Provide companion manual/book on activities (games etc) to support use of modules

More simple words in English should be used

Compare with Copeh-CAN module eg. module 3

Disease ecology is too focused on models; it needs more useful concepts and theory around what disease ecology is

Module 4 is not well organised

Change term 'student' to participant (learner?)

Change term 'teacher/instructor' to facilitator

How do you plan to use this manual in the future for course development, teaching or field building in the area of ecohealth?	No. responses
It will be useful – not yet sure how I will use it	3
To develop course outlines, activities, case studies / trainings	11
I will share it with colleagues	1
To translate into national language so that more people benefit (pending funding) ³	
[Different people who stated course development (above) mentioned short courses, future leaders, elective courses, seminars. One also said they would use the manual to finalise their syllabus, practice by teaching, reflecting on lessons learned from teaching, and modifying course design. Another said will develop a bachelor and masters Ecohealth module at HSPH]	

If you have specific feedback on the facilitators please provide it here.	No. responses
Good/great!	3
Kind and friendly	1
DWT and SF helped us understand links between modules better	
DWT: experienced; systems thinking needed more time to explore what is in manual; please provide article/book references on disease ecology; thank you for inspiring me about Ecohealth field and life	
PH: patient and observant; more time, more varied ice breakers for adult learning; interested if PH has any other exercises/games for students to discuss questions of relevance; thank you for many interesting games and group work which I'll apply in my teaching	
FJ: smart and good facilitator; more background on the agricultural revolution would have been helpful; how to transfer from public health to ecohealth?; thank you for making things clear and showing me gaps in current curricula, and ideas on how to integrate agriculture and health	
SF: thoughtful and nice facilitator; should be more relaxed on the first day to allow adaptation period; thank you for your hard work and enthusiasm	

³ Note that translation into 4 national languages will be coordinated and funded by the FBLI

Were there particular benefits or unexpected outcomes for you from attending this workshop?	No. responses
Knowledge of Ecohealth (including history)	4
Effective teaching	2
Participation (confidence)	2
Having a good network with experienced persons	3
Practising how to use the manual with other participants	1
Multidisciplinary perspective	1
Reflection	1
Yes	1
Meet Ecohealth experts	1
Help with development of syllabus for KMU on Ecohealth	1
Planning for integrating EH into current courses	

What could be improved for future Training of Trainer workshops?	No. responses
More time for reading/ reflection on manual	2
More discussion of case studies	3
More consideration of Ecohealth's differences from other approaches and how to explain/teach this	1
Provide draft agenda earlier and adapt according to feedback	1
Should be done again after 1 year of trainings to see usefulness of manual and ToT	1
Participants should be allotted a module to present by ballot, to allow them to practise and evaluate their competencies	1
Time management	3
Respond to participants' questions	
More de-briefing from Ecohealth experts	

How could VWB further support you in your next steps?	No. responses
Provide evaluation/ regular reflections	2
Advise / inform when modules are revised	2
Share documents / references related to Ecohealth	4
3 more modules on remaining principles	1

Helping me expand the Ecohealth trainings via short courses in local language and setting	1
For Future Leaders course to be beneficial and sustainable it needs additional courses (not only once per country with limited no. of participants). VWB should play a role in this	1
Support teaching course in future, e.g. principles, concepts, methods in Ecohealth	1
Funding small study in Ecohealth	1
Workshop about achievements in the field of Ecohealth / platform for sharing country experience	3
Training for other public health/medical schools in Vietnam	1
Develop courses at HSPH	1

Based on your experiences in this workshop how do you expect to contribute to promoting Ecohealth?	No. responses
Teaching/designing EH courses	5
Sharing knowledge on EH with others (eg colleagues)	3
Yes / will contribute	3
Promote long term education and research in EH	6
Will provide feedback over time	1
Integrate Ecohealth into project as training for Chinese NGO	1

Appendix II: ToT Workshop Agenda, 30 June-4 July 2012

DAY 1 – Saturday 30th June

Time	Activity	Who
8.00 – 8.30	Registration	
8.30 – 9.30	Introduction to FBLL and capacity building (45 minutes) Introduction to this workshop and the Ecohealth Trainer Manual (Sonia)	Hung (FBLL) Pat (Thailand) Hanh(Vietnam) Edi/Iwan (Indonesia) Fang Jing (China)
9.30 – 11.00	Ice-breakers & introductions Expectations & ground rules	Pierre Sonia
11.00 – 11.30	Break	
11.30 – 12.30	Introduction to Ecohealth	DWT
12.30 – 13.30	Lunch	
13.30 – 15.00	Cont. Introduction to Ecohealth	DWT
15.00 – 15.30	Break + group photo	
15.30 – 16.45	Participation	Sonia
16.45 – 17.00	Session for the enquiring mind	Pierre
17.00 – 17.30	Reflections, evaluation and action steps from Day 1	Pierre
17.30 – 17.45	Introduce day 2 Participants sign up as Support Trainers	Fang Jing
<i>After workshop</i>	Support Trainers and trainer brief before Day 2	
19.00	Group dinner in hotel	

DAY 2 - Sunday 1st July

Time	Activity	Who incl. Support trainers
8.30 – 9.00	Review of Day 1, Introduction to Day 2	Sonia
9.00 – 10.00	cont. Introduction to Ecohealth	DWT
10.00 – 10.15	Break	
10.15 – 12.15	Using systems concepts in Ecohealth	DWT
12.15 – 13.15	Lunch	
13.15 – 15.15	Approaches to teaching and designing Ecohealth courses	Pierre
15.15-15.20	Mini-Break	
15.20 – 17.00	<i>Field walk</i> in Pattaya - Participants get into inter-disciplinary groups	Pierre/DWT
17.00 – 18.00	De-brief from walks and discussion about field visits/case studies	Pierre
18.00 – 18.20	Introduce day 3 Day evaluation	Pierre/DWT Fang Jing

DAY 3 – Monday 2nd July

Time	Activity	Who incl. assistants
8.00 – 8.30	Review of Day 2, Introduction to Day 3	DWT
8.30 – 9.45	Collaboration and transdisciplinarity	Pierre (Hung)
9.45- 10.00	Break	
10.00 – 11.30	Disease Ecology	DWT
11.30 – 13.00	Agriculture and Health	Fang Jing (Edi)
13.00 – 14.00	Lunch	
14.00 – 14.30	Discussion about co-teaching and Ecohealth approaches	Pierre (DWT)
14.30 – 15.30	Country-based small groups discuss plans for Ecohealth courses	Fang Jing (Sonia) All
15.30 – 15.45	Break	
15.45 – 17.00	Cont. country-based groups	All
17.00- 17.30	Group feedback to plenary Reflections	

DAY 4 – Tuesday 3rd July

Time	Activity
8.30 – 9.00	Review of Day 3, Introduce Day 4
9.00 – 10.00	Country-based groups
	Break
10.30 – 12.30	Country-based groups
12.30 -13.30	Lunch
13.30 -15.00	Country-based groups
15.00 – 15.15	Break
15.15 – 17.00	Country-based groups
17.00 – 18.00	De-brief Review and reflections

DAY 5 – Wednesday 4th July

8.30 – 9.30	Icebreakers and reflection
9.30 – 10.20	Co-teaching (Vietnam team)
10.20 – 10.45	Coffee break
10.45 – 12.00	Course planning <i>continued</i> Parallel ‘clinics’ for clarification on manual topics
12.00 – 12.30	Country presentations
12.30 – 13.30	Lunch – give feedback forms at lunch to those leaving early
13.30 – 14.00	Country presentations <i>continued</i>

14.00 – 15.00	Focused feedback groups: feedback to Vietnam and Thai teams Focused feedback groups: feedback to Indonesia and China teams
15.00 – 16.00	Network diagram Reflections Workshop evaluation and certificates

Appendix III: Notes from ice breaker exercises (flip charts)

What agreements do we want to make to create a safe, stimulating learning environment?

- Do not sleep during the workshop
- Have fun/ diverse activities
- Keep mobile phone quiet
- Share ideas & Experience
- Let everyone to control the groups in different way
- Check-in / Reflecting & Mediate 10 min before the meeting start each day
- Willing to share previous experiences
- No personal attack , No hidden agenda
- Humble, Sharing, Interactive, Build TRUST
- Active participation, Tell jokes or sing to keep other awake
- Field issue - Clear objectives to student
- All contribute to consolidating ideas for group/ others
- Let others express ideas
- Negotiation, Conflict management
- Take ownership to ask question if things are not clear or not going well
- Respect
- Listen to each others
- Give opportunity for everyone to express ideas
- Create safe & Collegial environment for others to express views freely
- Working as a team as a having team spirit
- Learn to stop
- Use laptops for taking notes only
- Open to different ideas

Group profile. *In groups do you :*

• Stay quiet for a while and then join in ?	12
• Feel uneasy/uncomfortable and wish you will working alone ?	1
• Want to take over and structure the discussion ?	1
• Want to take a leader role ?	3
• Encourage others to make contributions ?	8
• Come up with new ideas ?	9
• Interrupt others to ensure your point is made ?	2
• Remind the group about the practical actions and achieving set objectives ?	5
• Make sure everyone is relaxed and promote harmony ?	11
• Get annoyed and frustrated when there is too much talk and not enough decision and action ?	7
• Mediate between these those team members strongly disagreeing with each other ?	6

Appendix IV: Handout on different forms of evaluation/reflection

Evaluation

<i>Purpose (evaluate what and for whom)</i>	<i>How</i>	<i>Resource descriptions</i>	<i>Who is responsible?</i>
Ongoing evaluation of workshop processes - the way we are working together, while we are together.	A. Flipcharts and sticky notes with open-ended prompting questions B. Time in morning introductions to reflect	1. Prepared flipcharts 2. Sticky labels 3. List of prompting questions ¹	A. Everyone B. Sonia reviews Day 1 (am Day 2) –collate and present comments and lead discussion
Participants reflect on: A. their own process of learning B. content from modules and how ideas in course can be applied to their own context.	Reflective learning notebook – accomplished each day, in the late afternoon or early evening.	Participants will need notebook. A. General reflective questions ² + B. Specific reflective questions for modules	Pierre to introduce Day 1 pm.
External feedback on reflections of their learning in the workshop	Trainer give feedback (opt-in) and/or peer discussions after participants have reflected on their learning	Evaluation + Reflection Handout (this one) (!)	Facilitators design, distribute this handout.
Participant teaching: A. Self-assessment B. Group feedback	A. Co-teaching prompts B. Group decision	A. Checklist prompts B. Feedback instrument	Facilitators to provide prompts and instruments
Overall evaluation of workshop: competencies and objectives: for facilitators	Questionnaire designed over the period of the workshop - respondents' perceptions of competencies and workshop objectives	Questionnaire printed and distributed in a final session of the workshop (and sent to those who left early).	Facilitators to design, draft instrument over the first three days. Participants to receive instrument on final Day.

¹List of Prompting questions for Flipcharts

What should we keep / do more of / do less of?

Are we collaborating well?

Could I teach this yet?

Are we learning from each other?

Are we building connections and relationships?

²Reflective questions – these questions are suggestions only – they might help your reflections!

1. What reflections did you have about the day?

2. What were the most important things you learned?

3. What was challenging ?

4. Could I teach this yet? What types of teaching styles were used in this session?

5. Are we learning from each other?

6. Are we building connections and relationships?

7. Which styles would be best suited to the context in which you would be teaching?

The Centrality of Reflection in learning processes:

These questions might help with your Reflections:

Do you regularly use written reflections of your learning processes? Why or why not?

Do you use formal peer review as a way of self-assessment of your learning or teaching processes?

Do you use informal peer discussions as a way of gauging your own performance? When do you reflect best – do you do so creatively? How can you draw on these informal and/or creative ways, later?

Would you like a Facilitator to evaluate your reflections?

Appendix V: ToT Workshop Participant & Facilitator List, 30 June-4 July 2012

	Name	Country	Institution	Email
1	Zhou Jie	China	Kunming Medical University (KMU)	13577185636@163.com
2	Tian Lichun	China	KMU	touer@21cn.com
3	Zhang Ju	China	KMU	zhangjee@163.com
4	Xiao Xia	China	KMU	xxkmy@126.com
5	Yan Mei	China	World Agroforestry Centre (ICRAF); Kunming Institute of Botany, Chinese Academy of Sciences	yanmei@mail.kib.ac.cn
6	Edi Basuno	Indonesia	Universitas Indonesia (UI)	edibasuno@gmail.com
7	Iwan Willyanto	Indonesia	Consultancy	iwan.willyanto@gmail.com
8	Susilowati	Indonesia	NGO	tanasusilowati@gmail.com
9	Pattamaporn Kittayapong	Thailand	Mahidol University	pkittayapong@msn.com
10	Pornpit (Day 1)	Thailand	HSRI	pornpit@health.moph.go.th
11	Phuong Trang Huynh (Day 1)	Thailand	APEIR / HSRI	
12	Worachart Sirawaraporn	Thailand	Faculty of Science, Mahidol University	scwsr@mahidol.ac.th
13	Leuchai Sringernyuang	Thailand	Faculty of Social Science and Humanities, Mahidol University	shlsn@mahidol.ac.th
14	Warren Brockelman	Thailand	NSTDA, Ministry of Science and Technology	wbrock@cscoms.com
15	Hung Nguyen Viet	Vietnam	HSPH	hung.nguyen@unibas.ch
16	Dinh Xuan Tung	Vietnam	NIAS	xuantung168@yahoo.com
17	Tran Thi Tuyet Hanh	Vietnam	HSPH	tth2@hsph.edu.vn
18	Pham Duc Phuc	Vietnam	NIHE and HSPH	phucnihe@gmail.com
19	Le Hai Ha	Vietnam	HSPH	lh@hsph.edu.vn
20	Pierre Horwitz	Australia	Edith Cowan University	p.horwitz@ecu.edu.au
21	David Waltner-Toews	Canada	Guelph University	dwttoews@gmail.com
22	Fang Jing	China	KMU	fangjing07@126.com
23	Sonia Fèvre	Singapore	VWB/VSF-Canada	sonia.fevre@vwb-vsfc.ca