

DAY ONE

Welcome and Session 1 Introduction to the Workshop

Instructions to Trainers

This session introduces the participants to the objectives of the workshop and the participant action plan approach (PAPA) that will be used for experiential learning and planning during the workshop and in follow-up activities afterward. The participants' expectations for the workshop are explored in interactive exercises.

Make sure that

- a. all materials for Day 1 activities labelled 'handouts' (see page headers) have been photocopied**
- b. copies of the Convention on Biological Diversity (found in the 'Reference Materials') are available for participants to consult during the exercises**

PRE-SESSION

Distribute files to participants. Make sure the cards (handout 1.1.5) are ready for exercise 1.

08:30 – 09:00 Welcome

09:00 – 10:30 Session 1. Introduction to the Workshop

10:30 – 10:45 Tea/Coffee Break

OBJECTIVES

By the end of this session, the participants will be able to do the following:

- Discuss the background and rationale of the workshop: goals, general objectives and expected outputs. The prospectus provides this information.
- Describe the entire workshop schedule.
- List the objectives of day one.
- Explain the use of the participant action plan approach (PAPA).
- Identify trainees and trainers.

PROCEDURE

Learning Strategies: presentation, PAPA, interactive exercise.

PRESENTATION

(experience) (15 minutes) Give a brief presentation providing the background and rationale of the workshop. Before you begin your presentation distribute the Summary of Overheads (handout 1.1.3). State the goals, general objectives and expected outputs of the workshop. Explain the schedule of activities for the workshop period (a copy of the schedule is available in the participants' files). Four overheads support the presentation (1.1.1 through 1.1.4). At the end of the presentation, introduce the objectives and schedule of day one. Use overheads

1.1.5 through 1.1.7. Distribute handouts 1.1.1 through 1.1.4. Handout 1.1.4 provides the participant with a summary of the relevant instruments, their scope of coverage, and their current status, to facilitate law and policy of relevance to the management of plant genetic resources. Remind the participants to refer to this handout during the workshop. Ask if clarification is needed.

PAPA

Introduction of participant action plan approach (PAPA) (30 minutes)

(experience) Introduce the participant action plan approach (PAPA) to the workshop participants using overheads 1.1.8 to 1.1.16. You will find the key points listed below very useful. Distribute handout 1.1.5. Encourage the participants to begin formulating action ideas as the workshop progresses. (15 minutes)

Five basic steps

PAPA requires participants to develop action plans at the end of the workshop. They will prepare a list of activities that they want to try when they return to their jobs. The plans are based on their workshop experience. After some time (usually six months), the participants are contacted to evaluate which activities they have actually been able to implement. The five steps involved in carrying out this process are as follows:

Step 1. Planning for PAPA

In this step, the persons conducting the workshop determine the specific activities needed to apply PAPA, considering the available resources and the needs of the organizations involved. The trainers assign and schedule the tasks necessary to carry out the approach.

Step 2. In-course activities

This step consists of two stages. At the beginning of the workshop, trainers introduce the participants to the idea of an action plan. They are asked to record, throughout the workshop, new ideas they may want to try when they return to their jobs.

Then, at the end of the workshop, the participants are asked to write an action plan. This is an edited list of new, workshop-related activities that they plan to try when they return to their jobs.

Step 3. Follow-up activities

At a planned time after the training (usually six months), participants are interviewed or contacted by questionnaire. They are asked which of their planned activities they have been able to achieve up to that time, and what other

activities they have attempted as a result of the workshop. Participants are also asked what effect their new activities have had on their work environment, and what problems, if any, they encountered in trying them.

Step 4. Analysis and conclusions

In this step, the data collected during the follow-up are categorized and displayed in order to show the extent and type of change resulting from the implementation of the action plan. The information can be displayed in the form of descriptions of behaviour change. It can be summarized numerically (e.g., how many of the participants changed in certain ways). It can also be reported using a combination of narrative experiences and numbers.

Step 5. Report

The findings from the analysis, conclusions and recommendations regarding the workshop are reported in a form that meets the information needs of the organizations involved. The format may be an oral report, but a written document is preferred.

Information that can be collected

PAPA gathers information about participants' behavioural changes on the job due to the workshop. Since the instructor asks questions during the follow-up, data can also be obtained on the following:

reaction—how well participants liked and accepted the workshop (viewed six months after its completion)

learning—the skills, knowledge, attitudes, etc., that participants feel they acquired during the workshop

results—the impact that the participants feel the workshop had on their organization or work environment

Uses of PAPA

Participants commit themselves to action through a written plan developed at the end of the workshop. They leave a copy of the plan with the instructor for follow-up purposes.

The participants know that someone will be asking about the efforts they have made to implement the action plan. This can motivate them to actually try new activities on the job. Thus, PAPA can help participants transfer to their jobs what they learned in the workshop—PAPA becomes a part of the workshop itself.

Besides directly helping participants with the transfer of skills and knowledge, the action plan process can play a role in supervisor/subordinate discussions of workshop utilization. In working with employees after the

workshop, supervisors can help them implement the action plans and thus encourage and support the transfer of learning to the job.

Resources needed to use PAPA

No complex skills or knowledge are required for using PAPA. It does not require previous evaluation experience. No statistical tests are employed in the analysis. If interviews are used to collect follow-up information, interviewing skills are needed. A general ability to synthesize data and draw logical conclusions is also important.

The major resource required is time, mainly time to collect the data about changed job behaviour and time for analysis. However, the instructor can take shortcuts in using the approach and still produce valuable information about the workshop.

Reference

United States Office of Personnel Management. (no date). *Assessing changes in job behaviour due to training: A guide to the participant action plan approach*. Washington, DC: Productivity Research and Evaluation Division, United States Office of Personnel Management.

INTERACTIVE EXERCISE

Interactive exercise 1. ‘Getting to know each other’ (40 minutes)

1. (*experience*) Distribute a card to each participant (see handout 1.1.6). Note that each card has a different question. Photocopy the cards in coloured paper. You must cut the cards before the session. Each participant fills out a card. On the basis of information on the cards, the participants introduce themselves to the group. This exercise can also be done ‘in pairs’ where the participants introduce each other after interacting and taking notes of each other’s information.
2. (*process*) Ask the participants how they felt doing this exercise. What have they learned about themselves? Others?
3. (*generalize*) How will this information/experience be useful during the workshop?
4. (*experience*) Distribute handout 1.1.7 to provide the participants with the entire list of questions used in this exercise. Recommend that participants (a) complete the card in their own time as an additional exercise in self-analysis and (b) use this method in other events. Remind them to adjust the questions to respond to the needs of the event. This handout is *not*

expected to be returned to the trainer.

CLOSURE

Closure (5 minutes)

1. (*process, generalize*) At the end of the exercise provide feedback on the content of the presentations. Ask the participants questions such as, 'How did you feel doing this exercise?' and 'What did you learn?' to stimulate discussion of the process.
2. Make a transition to the next session.