

# NAP-GSP Training of Trainers

## Delivering Training Effectively for NAPs Training Workshop Report

*Bangkok, Thailand*

*26 – 29 March 2018*



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## 1. Introduction

The National Adaptation Plan (NAP) Training of Trainers (ToT) workshop took place from the 26 to the 29 March 2018 in Bangkok, Thailand. The training targeted NAP-GSP partners involved in the delivery of the NAP Toolkit modules on:

- 1) Climate Finance;
- 2) Appraisal of Adaptation Options and Prioritisation; and
- 3) Mainstreaming climate change adaptation into water resources.

The training was co-organised by UN Environment and UNITAR with the support and collaboration of UNDP, as part of the joint UNDP-UN Environment National Adaptation Plan Global Support Programme (NAP-GSP). The NAP-GSP is financed by the Global Environment Facility (the GEF) Special Climate Change Fund (SCCF) and the Least Developed Countries Fund (LDCF). The programme supports more than 50 developing countries in Asia, Africa, the Pacific, Middle East and North Africa, Eastern Europe, Caucasus and Central Asia (EECCA), Caribbean, Central America, and South America to advance their National Adaptation Plans

Twenty participants from NAP-GSP (UN Environment and UNDP), and NAP-GSP partner agencies (WMO, FAO, GWP, UNITAR and UN-Habitat) attended the training.

### About the NAP-GSP

NAP-GSP activities include the provision of:

- **Country Support:** Tailored one-on-one support is provided to countries to initiate or advance their NAP process, including stocktaking, customised training, and support to develop NAP roadmaps.
- **Technical assistance:** Training packages – including tools, methods and guidelines – are developed for countries to advance their NAP process. National technicians from key sectors are supported to assess long-term vulnerability to climate change and relevant adaptation options through targeted training workshops.
- **Knowledge brokering:** Exchanging experiences (South-South/North-South), is essential to ensure the perpetuation of good practices relevant to medium to long-term national, sectoral and local planning and budgeting processes. The NAP-GSP captures NAP learning, produces NAP training materials and develops country reports and case studies to demonstrate medium to long-term adaptation planning.

### 1.1 Objectives

The overall objective of the ToT was to help participants improve their NAP training design and delivery skills. The workshop specifically focused on the following learning outcomes:

- Designing and delivering more learner-centered training;
- Delivering effective presentations;
- Facilitating learning activities;
- Evaluating the effectiveness of trainings; and
- Familiarisation with the NAP Toolkit modules material and training methodology

Topics and exercises used during the training were extracted from the training modules and some exercises were revised and simplified to use in the final technical training modules. The ToT also provided an opportunity for NAP-GSP partners to meet and discuss upcoming events where the NAP-GSP team and partners can coordinate efforts and maximise support towards the advancement of the NAP process.

## 1.2 Methodology

Training methods used were interactive, whilst lecture-style teaching was minimally used. The workshop Lead Trainer was Bryan Hopkins, an experienced training and capacity development expert. Training facilitation and support was provided by Ana Maria Kleymeyer, UNITAR. The ToT used the Harvard Case Method to promote more effective learning and retention of ideas. Participants also had the opportunity to go on stage and get feedback on their presentations as well as learning activity facilitation skills.

## 2. Results of training sessions

The four-day training was structured around six sessions as presented below:

### 2.1. Session 1: Welcome and introduction

During this session, participants had a chance to get to know each other as well as the Lead Trainer. Participants conducted ice-breaking activities and various activities that can be used for the introduction of participants in future trainings. The training objectives were discussed and a pre-training assessment was carried out.

### 2.2. Session 2: The Learning Environment

Some of the key themes discussed include a range of factors (physical, psychological and cognitive) that influences learning.

**Physical factors** include: the room layout and other physical setting in which the training is set to take place.

**Psychological factors** discussed include: Maslow's hierarchy of needs and other factors that relate to how the trainer builds a rapport with their audience, puts them at ease and encourages a sense of belonging and cohesion.

**Cognitive factors** include: those factors related to the design and delivery of the training looking specifically at: Aims and learning outcomes, lesson plans, structure and equipment and resources needed. These can be divided into 3 categories: Knowledge, Skills and Attitudes. It was during the session that training theories such as experiential learning, social learning, adult learning, trainer and learner-centered training and remembering and forgetting were discussed.

### 2.3. Session 3: Designing Training Programmes

Training aims, learning objectives and outcomes were discussed under this session. Participants were introduced to Bloom's Taxonomy and how that can support in training design. Participants had the opportunity do an exercise on deconstructing learning objectives/outcomes.



## 2.4. Session 4: Delivering Effective Presentations

Various methods of presentation were introduced, then participants were invited to go ‘on stage’ and deliver presentations. Participants also received tips on how to facilitate group activities. This was a very important component of the training, since the NAP Toolkit is particularly designed around the provision of brief content presentations by the Trainer, followed by group activities. Other topics covered include various group activities such as role-plays, brainstorming, focus or buzz groups, debates, inter-team quizzes, ice breakers, energisers, review sessions, ground rules, verbal and non-verbal communication, asking and answering questions, dealing with difficult participants, blended learning methodologies, and evaluating training events.

## 2.5. Session 5: Facilitating Group Activities

During this session, participants were divided into groups of three and invited to facilitate a group activity. The group activities were extracted from the NAP Toolkit technical modules: 1) Political, economic, socio-cultural, technological (PEST) analysis; 2) Cross-sectoral linkages; 3) Climate information services; 4) Stakeholder participation; and 5) Cost-benefit analysis.

## 2.6. Session 6: Review and Conclusion

During the final session, participants were introduced to the Gender module, developed by Catherine Hill. Participants were invited to commit to an action based on the training and Bryan Hopkins agreed to follow up with each participant, to understand how they have been able to apply the learning from this gender-focussed training. The post training self-assessment was completed at the end of the training.

## 2.7. NAP-GSP Partners Meeting

The training was followed by a NAP-GSP Partners Meeting. The meeting was organised to brief the partners about the upcoming regional training in Fiji, taking place on the 28 – 31 May 2018. The training will be on the module ‘Appraisal of adaptation options and prioritisation’. Other trainings to be still confirmed are 1) Africa region; and 2) Latin America.

# 3. Assessments

## 3.1 Retrospective self-assessment

A set of 13 assessment questions were formulated by the ToT implementation team to test understanding at a conceptual level by comparing results pre-and-post training. These questions summarise and are derived from individual learning objectives for each of the ToT training sessions. The selected questions, formulated as an ‘I am able to ...’ statement, were inserted into a pre-training assessment form which was issued to the participants on the first day before the training started and a post-training assessment which was given to the participants on the last day after the training.

Participants were asked to self-assess their knowledge against each statement using the following scale: 1 = weak; 2 = some; 3 = average; 4 = moderate; 5 = high.

Using an Excel spreadsheet, the assessment questions generated specific data-sets, particularly:

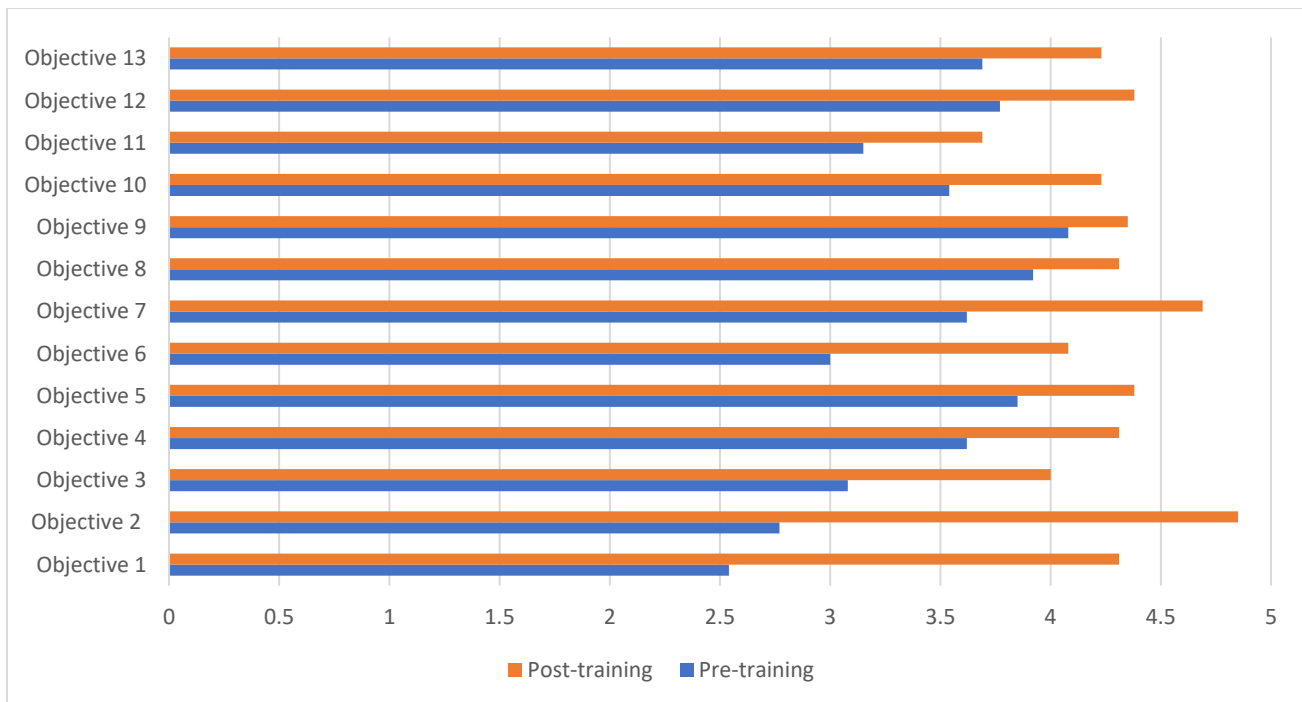
1. A bar chart presenting PRE and POST level of perceived knowledge per learning objective based on an average of aggregated score for all training participants (see Figure 1);
2. A summary of the comments collected through the post-training evaluation questionnaires.

### 3.1.1. Learning objectives and self-assessment questions

- **Objective 1:** I am able to explain how to apply key theories about learning in the design and delivery of training programmes.
- **Objective 2:** I am able to distinguish between trainer-centered and learner-centered modes of training delivery.
- **Objective 3:** I am able to explain the importance of structuring training around performance-oriented learning outcomes.
- **Objective 4:** I am able to write three-part statements defining learning outcomes.
- **Objective 5:** I am able to list reasons for the inclusion of specific activities within a workshop.
- **Objective 6:** I am able to describe alternative techniques for conducting different activities.
- **Objective 7:** I am able to organise the layout of a training room to suit the requirements for different types of activities.
- **Objective 8:** I am able to design an effective presentation introducing content.
- **Objective 9:** I am able to deliver an effective presentation.
- **Objective 10:** I am able to moderate discussions and question and answer sessions with participants.
- **Objective 11:** I am able to respond effectively to difficult behavior in the room.
- **Objective 12:** I am able to use presentation tools effectively.
- **Objectives 13:** I am able to implement NAP group activities effectively.

### 3.1.2. PRE and POST level of perceived knowledge per training objective

In general participants perceived themselves as having in general average to moderate training skills and after the training participants felt they improved their training skills and range between moderate to high training skills (Figure 1).



**Figure 1:** An average of perceived training skills of participants pre- and post-training.

The pre- and post-training evaluation forms were given to the participants separately as opposed to having both the pre- and post-evaluation section on the same form. There were some participants perceived themselves as having higher skills in the pre-evaluation but having lower skills in the post-evaluation form. This could be explained by many reasons some of which could be (but not limited to):

- Having the pre- and post-evaluation form separately might have affected the participants choice by not having the pre-evaluation form as a reference for the post-evaluation; or
- Potentially, what they understood by the certain learning objectives might not be what they originally thought. Participants may have realised they had less understanding than they previously thought.

Some of these examples are:

1. **Objective 5:** I am able to list reasons for the inclusion of specific activities within a workshop: two participants responded as having 5 (high) skills in this objective in the pre-training and responded as having 4 (moderate) skills in the post-training evaluation.
2. **Objective 5:** I am able to describe alternative techniques for conducting different activities: one participant responded as having 4 (moderate) skills in the pre-training and responded as having 3 (average) skills in the post-training evaluation.
3. **Objective 8:** I am able to design an effective presentation introducing content: two participants responded as having 5 (high) skills in the pre-training evaluation but changed to having 3 (average) and 4 (moderate) in the post-training evaluation.

4. Objective 9: I am able to deliver effective presentations: three participants responded as having 4 (moderate) and 5 (high) skills in the pre-training however changed to having between average to moderate skills in the post-training evaluation.

### 3.2 Workshop participant's feedback

#### General comments:

- Appreciated the training manual. Well designed and having all the reference material in one.
- Deconstructing learning outcomes exercise was very useful and helped us think beyond the general terminology of learning outcome which sometimes we do not think much about like the fact that they have to be measurable and the condition under which the learning will be done.
- It was useful to learn about the difference between andragogy and pedagogy and going through Bloom's taxonomy, social and experiential learning and short-term and long-term memory.
- Overall training was not too overwhelming, good for learning.
- Trainers on stage was highly useful and the feedback sheet allowed us to reflect on our presentation skills every time we have to present or prepare a presentation. Presentations do not always mean PowerPoints.
- I feel that after this training I can clearly distinguish between learner-centered and trainer-centered modes of training delivery. I also feel that I have understood some of the major theories but might need to check how well I can effectively explain them to someone who does not know them. Since we repeated the exercise, on deconstruction of learning outcomes, twice I am more confident in explaining such structuring.
- Largely an enriching course and will positively impact on my future performance in NAP trainings and beyond.
- Would have been nice to do more ice-breakers. Although we did the theory on how to handle difficult behavior in the room, we need practice in real life.
- The "trainers on stage" feedback sheet was very useful. Although I understand that time is limited, it would have been great to practice and improve presentation techniques based on the constructive feedback.



## Annex I – List of participants

No.	Organisation	Name and Contact details
1.	UN Environment	<p><b>Ms. Lucy Naydenova</b>  Programme Officer  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Tel: +66 2 2881275  Email: <a href="mailto:lnaydenova@un.org">lnaydenova@un.org</a></p>
2.	UN Environment	<p><b>Ms. Tunnie Srisakulchairak</b>  Programme Officer  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Tel: +66 2288 1387  Email: <a href="mailto:srisakulchairak@un.org">srisakulchairak@un.org</a></p>
3.	UN Environment	<p><b>Ms. Rowena Elemento</b>  Administrative Assistant  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Tel: +66 2288 1187  Email: <a href="mailto:elemento@un.org">elemento@un.org</a></p>
4.	UN Environment	<p><b>Ms. Esther Lake</b>  Consultant  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Email: <a href="mailto:esther.lake@un.org">esther.lake@un.org</a></p>
5.	UN Environment	<p><b>Ms. Angela Lentisco</b>  Consultant  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Tel: +66 2288 2130  Email: <a href="mailto:lentisco@un.org">lentisco@un.org</a></p>
6.	UN Environment	<p><b>Mr. Grzegorz Jakub Wesolinski (Kuba)</b>  Consultant  UN Environment, Regional Office for Asia and the Pacific  United Nations Building  2<sup>nd</sup> Floor, Rajdamnern Ave. Bangkok 10200, Thailand  Tel: +66 2288 2645  Email: <a href="mailto:wesolinski@un.org">wesolinski@un.org</a></p>

No.	Organisation	Name and Contact details
7.	UN Environment	<b>Ms. Catherine Hill</b> Consultant UN Environment, Regional Office for Asia and the Pacific Email: <a href="mailto:agricate@gmail.com">agricate@gmail.com</a>
8.	UNITAR	<b>Mr. Bryan Hopkins (Lead Trainer)</b> Training services to the humanitarian and development community 70 Southgrove Road, Sheffield, S10 2NQ, United Kingdom Tel: +44 (0)7979 100765 Email: <a href="mailto:bryan@bryanhopkins.co.uk">bryan@bryanhopkins.co.uk</a>
9.	UNITAR	<b>Ms. Ana Maria Kleymeyer</b> Lead Trainer for the Pacific Regional Training NAP Toolkit Sustainable Development Law and Policy Advisor Founder: Instruments for Change Transformative Tools for Global Governance and Development Email: <a href="mailto:amkleymeyer@gmail.com">amkleymeyer@gmail.com</a>
10.	UNITAR	<b>Ms. Josefina Ashipala</b> Green Development and Climate Change Programme United Nations Institute for Training and Research (UNITAR) International Environment House 1 Chemin des Anémones 11-13, CH-1219 Châteleine, Geneva, Switzerland Tel: +41 (0) 229 178 730 Email: <a href="mailto:josefina.ashipala@unitar.org">josefina.ashipala@unitar.org</a>
11.	UNHABITAT	<b>Mr. Tarek Abdel Monem</b> Knowledge Management and Reporting Specialist Regional Office for Arab States (ROAS) United Nations Human Settlement Programme (UN-Habitat) Housing and Building Research Centre 87 Tahreer Street, 9th floor   Dokki, Giza, Egypt Tel/Fax: +20 2 37618812-37618813 Email: <a href="mailto:tarek.abdel-monem@un.org">tarek.abdel-monem@un.org</a>
12.	UNHABITAT	<b>Ms. Cerin Kizhakkethottam</b> Project Development Advisor   Urban Climate Change United Nations Human Settlements Programme UN-Habitat Regional Office for Asia-Pacific, Bangkok Office Tel: +66 288 2852   Mobile: +66 62 380 2640 Email: <a href="mailto:cerin.kizhakkethottam@un.org">cerin.kizhakkethottam@un.org</a>

No.	Organisation	Name and Contact details
13.	UNDP	<p><b>Ms. Julie Teng</b>                      Technical Specialist on National Adaptation Plans                      Global Environment Finance Unit, BPPS                      United Nations Development Programme                      skype: julie.teng                      Tel: (+66) 83 331 1020                      E-mail: <a href="mailto:julie.teng@undp.org">julie.teng@undp.org</a></p>
14.	UNDP	<p><b>Ms. Sadya Ndoko</b>                      Technical Consultant                      Gabelsbergerstrasse 19                      50674                      Cologne, Germany                      Email: <a href="mailto:sadya.ndoko@undp.org">sadya.ndoko@undp.org</a></p>
15.	UNDP	<p><b>Ms. Yassmin Salaheldin Fouad Abdelazziz</b>                      Senior Technical Consultant                      3 Abdel Aziz el Hawary, Heliopolis                      Cairo, Egypt                      Email: <a href="mailto:yassmin.fouad@undp.org">yassmin.fouad@undp.org</a>; <a href="mailto:yasminefouad2018@yahoo.com">yasminefouad2018@yahoo.com</a></p>
16.	FAO	<p><b>Srijita Dasgupta</b>                      Junior Consultant – Climate Change                      Food and Agriculture Organisation - Regional Office for Asia and Pacific                      Mobile: +66 0948348560                      Email: <a href="mailto:Srijita.Dasgupta@fao.org">Srijita.Dasgupta@fao.org</a></p>
17.	GWP-Africa	<p><b>Mr. Kidanemariam Jembere TIRUNEH</b>                      Technical Advisor, Water, Climate and Development Program (WACDEP)                      Global Water Partnership Southern Africa/Africa Coordination Unit                      Pretoria, South Africa                      333 Grosvenor Street, Hatfield Gardens, Block A                      Pretoria, South Africa                      Tel: +27 12 430 2121                      Cell: +27794147689                      Email: <a href="mailto:K.Jembere@cgiar.org">K.Jembere@cgiar.org</a></p>
18.	GWP-Africa	<p><b>Mr. Remmy Makumbe</b>                      Special Advisor on Africa Water Investment Program                      Global Water Partnership Africa Coordination Unit/GWPSA                      Email: <a href="mailto:remmy.makumbe@cridf.com">remmy.makumbe@cridf.com</a></p>

No.	Organisation	Name and Contact details
19.	WMO	<p><b>Ms. Ilaria Gallo</b>                      Associate Scientific Officer                      World Meteorological Organisation (WMO)                      Climate Prediction and Adaptation Branch                      Climate and Water Department                      7bis Avenue de la Paix, 2300                      CH-1211, Geneva, Switzerland                      Tel: +41 (0) 22 730 8739                      Email: <a href="mailto:lgallo@wmo.int">lgallo@wmo.int</a></p>
20.	WMO	<p><b>Mr. Michael Schwab</b>                      World Meteorological Organisation (WMO)                      Climate Prediction and Adaptation Branch                      Climate and Water Department                      7bis Avenue de la Paix, 2300                      CH-1211, Geneva, Switzerland                      Email: <a href="mailto:mschwab@wmo.int">mschwab@wmo.int</a></p>

## Annex II - Workshop agenda

Day 1: 26 March 2018	
08h30 – 09h00	Registration
<b>Session 1: Welcome and Introduction</b>	
09h00 – 10h30	Opening and Welcoming Remarks
	Welcome and Tour de Table
	Workshop Objectives and Pre-training self-assessment
	Housekeeping
<b>Session 2: The Learning Environment</b>	
10h30 – 11h00	Good and Bad Training
	Creating an effective learning environment
<b>11h00 – 11h30</b>	<b>COFFEE BREAK</b>
11h30 – 13h00	Physical Factors
	Psychological Factors
	Cognitive Factors
	Theories about learning
<b>13h00 – 14h30</b>	<b>LUNCH BREAK</b>
<b>Session 3: Designing training programmes</b>	
14h30 – 16h00	Using learning outcomes
	Using task analysis
	Selecting training methods
<b>16h00 – 16h15</b>	<b>COFFEE BREAK</b>
16h15 – 17h00	Review of the Day
	Wrap-up: End of Day 1
Day 2: 27 March 2018	
09h00 – 09h15	Morning Review
<b>Session 4: Delivering Effective Presentations</b>	
09h15 – 10h40	Good Presentations
	Using PowerPoint
	Designing a good presentation
<b>10h40 – 11h00</b>	<b>COFFEE BREAK</b>
11h00 – 12h00	Delivering your presentation



	Asking and answering questions
	Dealing with difficult participants
	Review the presentation handout
<b>12h00 – 13h00</b>	<b>LUNCH BREAK</b>
13h00 – 15h00	Trainer’s on Stage: Delivering presentations*
<b>15h00 – 15h30</b>	<b>COFFEE BREAK</b>
15h30 – 18h00	Trainers on Stage: Delivering presentations
	Review of the Day
	Wrap-up: End of Day 2
<b>Day 3: 28 March 2018</b>	
09h00 – 09h15	Morning Review
<b>Session 5: Facilitating group activities</b>	
09h15 – 10h30	Getting the most out of small group activities
	Practising facilitation
<b>10h30 – 11h00</b>	<b>COFFEE BREAK</b>
11h00 – 12h30	Trainer’s on Stage: Facilitation Exercise 1**
	Trainer’s on Stage: Facilitation Exercise 2
<b>12h30 – 13h30</b>	<b>LUNCH BREAK</b>
13h30 – 15h20	Trainer’s on Stage: Facilitation Exercise 3
	Review Session
	Trainer’s on Stage: Facilitation Exercise 4
<b>15h20 – 15h50</b>	<b>COFFEE BREAK</b>
15h50 – 17h30	Trainer’s on Stage: Facilitation Exercise 5
	Review Session
	Review of the Day
	Wrap-up: End of Day 3
<b>Day 4: 29 March 2018</b>	
09h00 – 09h15	Morning Review
<b>Session 6: Reviewing and evaluating training</b>	
09h15 – 10h30	Evaluating training
	Slot open for discussion for participants to fill – e.g. Gender module
<b>10H30 – 10H45</b>	<b>COFFEE BREAK</b>
10h45 – 12h00	Slot open for discussion for participants to fill – Gender module



	Post-workshop evaluating
<b>Session 7: Review and conclusion</b>	
12h05 – 13h00	Summary of the training event
	Commitment to action
	Next steps NAP Toolkit
	Closing Remarks
<b>13h00 – 14h00</b>	<b>LUNCH</b>
<b>14h00 – 17h00</b>	<b>NAP-GSP Partners Meeting</b>