

## Workshop programme and session plans

### Workshop programme, learning objectives and session plans



Participants at the first WOW Training for Trainers Workshop for Francophone Africa held in Limbe, Cameroon, November 2009 on a field trip to the Tiko Estuary (photo: Tim Dodman).



## Flyway Training Programme: workshop schedule guide (for revision/adaptation as required)

Date	Morning	Afternoon	Evening	Notes
Day 1	Participants arrive (am & pm). Workshop planning meetings (trainers, facilitators, logistics).		2 hours: Opening Ceremony & cocktail	Workshop could be opened by Minister of Environment or rep.
Day 2	Workshop introductions	Module 3: S1. Learning and Curriculum Development		
Day 3	Module 1: S2. The long or short journey and how to survive	Module 1: S1. The flyway approach to conservation and the hows and whys of migration	Optional relevant film	
Day 4	Module 1: S3. Conservation of the whole flyway: what it is and how it is being influenced	Module 1 half-day Field Trip Migration Strategies (and/or other focus)	Organised but optional evening out	
Day 5	Module 2: S1. Species conservation & population ecology	Module 1: S4. Regional priorities & additional topics (e.g. climate change)		
Day 6	Module 2: S2. Species conservation & population ecology	Module 2: S2. Species conservation – monitoring and species action plans		Build in leisure/cultural aspects where possible.
Day 7	Module 2 full-day Field Trip. Allow time for exercises as appropriate			
Day 8	Module 2: S3. Site conservation in a flyways context	Module 2: S4. Site management in a flyways context	Organised but optional evening out	
Day 9	Module 2: S5. Valuation of flyways/capacity-building	Half day free for local visits		Allow options for shopping
Day 10	Module 2: S6. Regional priorities & additional topics	Module 3: S2. Communication	Optional relevant film	
Day 11	Module 3: S3. Development of regional advocacy strategies	Module 3: S4. Development of regional advocacy strategies	Closing dinner or cocktail	Workshop may be closed informally or by a dignitary.
Day 11	Trainers/trainees depart. Option for further meetings etc. with smaller group, including evaluations, workshop reporting etc.			Internal project meetings as necessary.

**Approximate times:** Morning sessions from 09:00–12:30; afternoon sessions from 14:00–17:30. Lunch between 12:30 and 14:00. Coffee & tea breaks provided.



## Workshop programme and session plans

### Workshop learning objectives

#### Module 1: Understanding the flyway approach to conservation

##### Overall learning objective

Participants will understand the main characteristics of migration and flyways, the roles of key sites (which may be far apart) in supporting the different life stages of migratory waterbirds, and the diverse threats along the flyways.

##### Specific learning objectives

By the end of the training, all participants should:

- a. understand the meaning of flyways and the flyway approach to conservation;
- b. understand why species migrate, their different migration strategies and the conservation implications;
- c. understand the functions and roles of individual sites within a flyway network in supporting different life and annual cycle stages of migratory waterbirds;
- d. know key gaps in understanding of flyways and be able to propose solutions to specific flyway issues;
- e. have a reasonable understanding of population ecology in relation to migratory waterbirds and their conservation;
- f. know the main threats to migratory waterbirds across different flyways and appreciate the need for adopting a flyway approach to mitigating these threats;
- g. know some key flyway scale conservation initiatives.

#### Module 2: Applying the flyway approach to conservation

##### Overall learning objective

Through gaining a broad understanding of different conservation actions relevant to the flyway approach, participants will be able to apply flyway conservation practice, influence policies and strengthen networks.

##### Specific learning objectives

By the end of the training, all participants should:

- a. understand the concepts of and the need for the wise use of migratory waterbirds across the flyway;
- b. understand and be able to apply different techniques for the conservation, monitoring and study of migratory waterbirds, including the development and implementation of Species Action Plans;
- c. understand and be able to apply methods for the conservation of sites and site networks;
- d. appreciate the importance of integrating the needs of local communities into the flyway approach to conservation;
- e. understand the role of policies in flyway conservation;
- f. be able to estimate values of migratory waterbirds, key sites and migration;
- g. be able to strengthen networks through addressing organisational, network functioning and capacity development needs.



## **Module 3: Communicating the flyway approach to conservation**

### **Overall learning objective**

By the end of Module 3 delivered during a 'flyway training workshop' all participants should understand what is needed to communicate the flyway approach and are able to review, adapt and develop training modules on the flyway approach to conservation.

### **Specific learning objectives**

By the end of a workshop all participants should:

- a. understand the concepts of adult learning;
- b. know the necessary steps of curriculum development;
- c. be able to review, adapt and develop a curriculum specific to their own region;
- d. understand the importance and the concepts of effective flyway approach communication;
- e. understand how to communicate a message to different stakeholders at a flyway level and in flyway networks.





## **Module 1: Understanding the Flyway Approach to Conservation**

### **Session Plans**

Tim Dodman



Ghanaian participants during a WOW workshop with their new binoculars (photo: Tim Dodman).

## Day 2. Module 1, Session 1. The flyway approach to conservation and the hows and whys of migration

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
30 mins	Lecture 1: The Flyway approach to conservation	By the end of this session, participants can <ul style="list-style-type: none"> <li>define the meaning of 'flyways' and 'the flyway approach'</li> <li>explain the flyway approach to conservation</li> </ul>	Interactive lecture providing a short general introduction to the basic principles of the flyway approach, introducing the definition and its consequences.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
1 hour	Plenary exercise: Draw a flyway	By the end of this session, participants can <ul style="list-style-type: none"> <li>realise knowledge gaps</li> <li>appreciate diversity of flyways</li> </ul>	Each participant has a map and is asked to draw a flyway of a selected species; (breeding, staging & destination areas could be mentioned).	Lecture room, maps, resource materials, crayons, blue-tac	Prepare notes, identify species, print or maps (A3 if possible)	
30 mins	Break					
30 mins	Lecture 2: Migration and migration strategies	By the end of this session, participants can <ul style="list-style-type: none"> <li>define 'migration'</li> <li>explain why species migrate and the related implications</li> <li>explain migration strategies and their link to the flyway approach</li> </ul>	Interactive lecture on why many species migrate, the ecological reasons, advantages, disadvantages & implications. Illustrate with examples of migrations of other species. Migration strategies both in the sense of individual flights (e.g. soaring) and between groups (hopping, jumping, nomadic) plus theories and consequences for fattening etc.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
1 hour	Group work: Migration strategies	By the end of this session, participants can <ul style="list-style-type: none"> <li>understand and explain some of the issues causing and affecting migration more deeply.</li> </ul>	Participants form two or more groups and explore the conservation implications of different migration strategies further, aided by facilitators. Groups consider different strategies/flyways for migratory birds, e.g.: <ol style="list-style-type: none"> <li>intra-African migration: storks</li> <li>long distance migration: waders</li> </ol> Each group prepare annotated maps for display during a plenary.	Lecture room(s), large papers, marker pens, blue-tack. Notes can be given to participants showing pictures/ flyway of birds.	Prepare notes, develop case studies further with facilitators.	



**Day 3. Module 1, Session 2. The long or short journey and how to survive**

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
10 mins	Introduction to Session	By the end of this session, participants can <ul style="list-style-type: none"> <li>list the key issues to be addressed by the session</li> </ul>	Short introductory lecture.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
30 mins	Lecture 1: The function and concept of sites	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the important roles of a range of sites in supporting different life cycle stages of migratory birds</li> </ul>	Interactive lecture on the function/ concept of sites and the need for site definitions (breeding, post breeding, moulting, staging, roosts, non breeding areas in general) and the implications for conservation.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
1 hour	Plenary exercise: The migration challenge	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the importance and role of different sites for survival</li> </ul>	4-8 participants are garganeys starting their migration from Mali to Russia in six steps. At each step they choose a card in turn. Cards for each step are held by six participants. The cards give instructions to the 'garganeys' to either move forward/backwards/remain or 'die', all related to influences on migration (e.g. wetland destroyed, shot by hunter, food good).	An open area (in room or outside), cards, pre-marked cards, some means of identifying 'steps' Separate details provided.	Prepare notes, identify species examples, develop exercise, discuss with facilitators	
20 mins	Coffee break					
30 mins	Lecture 2 & plenary discussion: Key gaps in understanding site networks	By the end of this session, participants can <ul style="list-style-type: none"> <li>list key gaps in understanding</li> <li>identify key gaps in specific regions</li> </ul>	Short interactive lecture on key gaps in knowledge of understanding site networks. This is followed by a facilitated plenary discussion focused on identifying further gaps in understanding.	Lecture room, data projector, computer with PowerPoint, flip chart & paper, marker pens	Prepare lecture notes and PowerPoint presentation	
1 hour	Group work: Ranking knowledge gaps and how to address them	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain key gaps in understanding in different regions</li> <li>list the key gaps that require attention at a flyway level</li> <li>propose solutions to specific flyway issues</li> </ul>	Participants will work in regional groups. Using the list of gaps developed, they will rank these for their region and propose actions to fill these gaps. Results will be discussed in a short plenary, and flyway-level actions captured.	Lecture room(s), cards, paper, blue-tack, marker pens	Prepare notes, develop exercise, discuss with facilitators.	
1.5 hours	Lunch					



## Day 4. Module 1, Session 3. Conservation of the whole flyway: what it is and how it is being influenced



Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
10 mins	Introduction to Session	By the end of this session, participants can <ul style="list-style-type: none"> <li>list the key issues to be addressed by the session</li> </ul>	Short introductory lecture.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
30 mins	Lecture 1: Population ecology and the conservation of migratory waterbirds	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the key elements relating to species conservation</li> <li>understand the relevance of population ecology to migratory waterbird conservation</li> </ul>	Interactive lecture on key factors for population dynamics (role of density dependence; carrying capacity issues in the breeding area and on sites during migration) in combination with basic population ecology important for species management.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
2 hours	Lecture 2 & Group work: Flyway threats	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain and rank the range of threats to migratory birds at the regional and flyway level</li> <li>appreciate the need for consideration of the flyway approach in minimising threats to migratory birds.</li> </ul>	Introductory lecture presenting an overview of flyway threats. After this, participants working in regional groups will identify and rank flyway threats in their regions. After a break, groups will be formed with one participant from each region and rank threats at the overall flyway level. These groups will each report back, and the key issues will be discussed in plenary.	Lecture room, cards, marker pens, large sheets of paper	Prepare notes, identify some case studies to help groups, develop further with co-facilitators	
Coffee/tea within group work (Flyway threats)						
30 mins	Lecture 3: Flyway scale conservation initiatives	By the end of this session, participants can <ul style="list-style-type: none"> <li>list and briefly explain about a number of flyway scale conservation initiatives</li> </ul>	Interactive lecture illustrating some previous and ongoing flyway scale conservation initiatives. Short films or presentations will be shown about AEWA and the WOW Project.	Lecture room, data projector, computer with PowerPoint and DVD	Prepare lecture notes and PowerPoint presentation; select/arrange for DVDs	
15 mins	Plenary discussion: Examples from the regions	By the end of this session, participants can <ul style="list-style-type: none"> <li>list and appreciate flyway conservation efforts within the AEWA region</li> </ul>	Participants will be encouraged to explain about initiatives in their own regions and share ideas about them. These will be listed for all to see.	Lecture room, flip chart & paper, marker pens	Prepare notes and prime participants in advance to contribute information.	



## **Day 4. Module 1, Session 4. Regional priorities & additional topics (e.g. climate change); evaluation**

Trainers/facilitators to develop the session plan for this final session of Module 1 within their region before the workshop in consultation with trainees and partners. The session should focus on regional priorities as far as possible and highlight local examples (e.g. selected priority species). The session should be interactive and discussion-based. There is potential and merit in inviting selected trainees to present short case studies.

The session also provides time to cover additional selected priority topics included in the modules, such as climate change impacts. The trainers/facilitators may select such topics from the Module 1 workbook in consultation with trainees and partners.

At least 30 minutes should also be set aside for an interactive evaluation of Module 1, including discussion and feedback.





## **Module 2: Applying the Flyway Approach to Conservation**

### **Session Plans**

**Tim Dodman**



A participant from Sudan's Wildlife Conservation Administration about to count pelicans on the Nile River near Khartoum during a training course (photo: Tim Dodman).

## Day 5. Module 2, Session 1: Species conservation and population ecology

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
10 mins	Session Introduction	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the key elements relating to species conservation</li> </ul>	Short session introduction	Lecture room, data projector, computer with PowerPoint	Prepare notes and PowerPoint presentation.	
30 mins	Lecture 1: Population dynamics and the conservation of migratory waterbirds	By the end of this session, participants can <ul style="list-style-type: none"> <li>understand key concepts of population dynamics and their relevance in the flyway approach to conservation</li> </ul>	Interactive lecture on basic population dynamics as a need to understand the management of migratory waterbirds.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation.	
45 mins	Plenary exercise: Population ecology	By the end of this session, participants can <ul style="list-style-type: none"> <li>visualise key concepts of population dynamics</li> </ul>	Plenary exercise in which volunteers represent birds in different ecological conditions. See Exercises for details.	Dedicated space (inside or outside); counters & other objects: improvise!		
30 mins	Coffee break					
30 mins	Lecture 2: Wise use of migratory waterbird populations	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the concept of wise use in relation to flyways</li> <li>explain the need for international mechanisms in relation to wise use</li> </ul>	Interactive lecture on the wise use of migratory waterbirds and related preconditions. A plenary discussion will follow.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes, PowerPoint presentation and exercise.	
45 mins	Plenary exercise: Conservation management and wise use	By the end of this session, participants can <ul style="list-style-type: none"> <li>visualise and understand key issues of wise use and conservation</li> </ul>	Plenary exercise in which volunteers represent birds in different ecological conditions. See Exercises for details.	Dedicated space (inside or outside); counters & other objects: improvise!		
15 mins	Plenary discussion	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the need to take population ecology into account in conservation management and wise use of species</li> </ul>	Facilitated Q&A discussion and overview of the key issues of population ecology, species conservation and wise use.	Lecture room, flip chart		
1.5 hours	Lunch					



## Day 5. Module 2, Session 2: Species conservation – monitoring and species action plans

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
15 mins	Session Introduction	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the need for monitoring and the value of species action plans as management tools</li> </ul>	Short session introduction	Lecture room, data projector, computer with PowerPoint	Prepare notes and PowerPoint presentation.	
1 hour 45 mins	Lecture 1 & group work: Waterbird monitoring	By the end of this session, participants can <ul style="list-style-type: none"> <li>define the meaning of monitoring</li> <li>explain the need for monitoring of migratory waterbirds and sites</li> <li>explain requirements for monitoring schemes in different regions</li> <li>explain different uses of monitoring data for flyway conservation</li> </ul>	Group work: After a short introduction, 4 regional groups will assess monitoring requirements and data uses in their region through facilitated discussion, and write key bullet points on cards; each region with different colour cards. During a coffee break, these will be grouped by subject matter, and a short plenary discussion will follow.	Lecture room, data projector, computer with PowerPoint, colour cards, marker pens, blue-tack, wall or large board for sticking cards.	Prepare short introduction (PowerPoint) and develop exercise.	
Coffee/tea within group work (Waterbird monitoring)						
30 mins	Lecture 2: Techniques for studying migration	By the end of this session, participants can <ul style="list-style-type: none"> <li>list the main techniques and briefly explain their uses and limitations</li> </ul>	Short interactive lecture on techniques for studying migration and the interdependence between sites.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
1 hour	Lectures 3 & 4 and discussions: Species Action Plans	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the purpose of a species action plan and the steps for development</li> <li>provide examples of species action plans</li> <li>list obstacles to implementation</li> <li>explain the practical issues relating to implementing species action plans</li> </ul>	<ul style="list-style-type: none"> <li>Interactive lecture on species action plans and the action planning process.</li> <li>Presentation of an example of a species action plan.</li> <li>A facilitated plenary discussion on species action plans. Other plans will be available. Potential to use posters. As an alternative, groups may be formed to discuss key points of different plans.</li> <li>Summary plenary discussion.</li> </ul>	Lecture room, data projector, computer with PowerPoint, Species Action Plans	Prepare lecture notes, PowerPoint presentation and select plans	





## Day 7. Module 2, Session 3: Site conservation in a flyway context

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
10 mins	Introduction to session	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the main issues relating to site conservation in a flyway context</li> </ul>	Short lecture introducing the session.	Lecture room, data projector, computer with PowerPoint	Prepare introduction and short PowerPoint presentation	
45 mins	Lecture 1 & group work: Overview of site conservation	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the importance of site conservation in a flyway context</li> </ul>	<ul style="list-style-type: none"> <li>Short interactive lecture on site conservation in a flyway context, including protected areas.</li> <li>Group work focused on a local/regional protected area and/or a non-protected area.</li> <li>Short plenary discussion.</li> </ul>	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation. Local facilitator organises group work.	
30 mins	Lecture 2: Critical Site Network (CSN) Tool	By the end of this session, participants can <ul style="list-style-type: none"> <li>define the meaning of critical site &amp; CSN</li> <li>explain the essential functioning of the CSN tool</li> <li>apply the CSN tool to identify site management objectives in a flyway context and to gather supporting information</li> <li>apply the CSN tool to identify a site network for a species</li> </ul>	Interactive lecture on the <i>Critical Site Network Tool and its role in flyway-scale conservation</i> , with demonstration of its application.	Lecture room, data projector, computer with PowerPoint, fast internet connection (if available)	Prepare lecture notes and PowerPoint presentation	
45 mins	Coffee/tea break, during which participants can understand its applicability.	Participants can look at the CSN tool in turn to better understand its applicability.		Computers & CSN Tool	Set up 2+ computers with CSN Tool for use	
1 hour 15 mins	Group Work: Conservation of CSNs	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the importance of CSNs and site conservation needs at a flyway level</li> <li>identify key steps to take for conservation of CSNs</li> </ul>	Three or four group are formed, with at least one person from each region, each group focusing on one migratory species. They will list on cards recommended steps to take/actions in order to conserve CSNs for these species.	Lecture room, colour cards, marker pens, blue-tack, wall or large board for sticking cards	Prepare exercise. Brief local facilitators.	



**Day 7. Module 2, Session 4: Site management in a flyway context**

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
10 mins	Introduction to session	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the key issues concerning site management in a flyway context</li> </ul>	Short lecture introducing the session.	Lecture room, data projector, computer with PowerPoint	Prepare introduction and short PowerPoint presentation	
30 mins	Lecture 1: Site management planning	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the rationale, key steps and format for preparing management plans</li> </ul>	Interactive lecture on site management, introducing the rationale, objectives, characteristics and format of a wetland management plan.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
30 mins	Brainstorming: Wetland ecology and site management links	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain key links between wetland ecology and management of sites for migratory waterbirds</li> </ul>	Interactive brainstorming session on basic wetlands ecology, the links between wetlands ecology and site management, and enhancing sites for migratory waterbirds within management plans. This could be carried out in groups if preferred.	Lecture room, flip chart, marker pens. Could alternatively use PowerPoint.	Prepare notes for session	
30 mins	Lectures 2 & 3: Integrating community and flyway conservation needs	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the importance of community roles and traditional knowledge in flyway conservation</li> <li>provide best practice examples</li> </ul>	<ul style="list-style-type: none"> <li>Short lecture presenting the importance of community use of wetlands and the flyway approach</li> <li>Case study from the region. If possible, identify a trainee/participant who can present the case study.</li> <li>Plenary discussion, when others can contribute ideas/lessons learned.</li> </ul>	Lecture room, data projector, computer with PowerPoint	Prepare session notes. Identify best practice examples for presentation	
30 mins	Coffee break					
1.5 hours	Role Play: Stakeholder involvement in wetland management	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the importance of stakeholder involvement in site management planning</li> <li>appreciate the power of negotiation</li> </ul>	<p>Interactive role play focused on stakeholder involvement in site management. Develop a local/regional role play, or use the example of Azraq as illustrated in the Exercises.</p> <p>Start with a brief introduction, then designate roles. Participants in their new roles should then mingle (to meet different stakeholders), then all take part in a 'public meeting'.</p>	Lecture room, data projector, computer with PowerPoint, marker pens	Prepare session notes	

## Day 8. Module 2, Session 5: Policies, valuation and capacity-building

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
5 mins	Introduction to session	By the end of this session, participants can <ul style="list-style-type: none"> <li>appreciate the key policy, valuation and capacity issues for flyway conservation</li> </ul>	Short lecture introducing the session.	Lecture room, data projector, computer with PowerPoint	Prepare introduction and short PowerPoint presentation	
15 mins	Lecture 1: Policies in relation to flyway conservation	By the end of this session, participants can <ul style="list-style-type: none"> <li>list key policy mechanisms for international and sectoral policy</li> </ul>	Lecture on policies at international, regional, national and local level.	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
1 hour	Role Play: Policies	By the end of this session, participants can <ul style="list-style-type: none"> <li>explain the role of policy in flyway-level decision making and influencing flyway conservation</li> </ul>	Role play in which government representatives will state their case to the Chairman of the AEWMA in relation to a proposed hunting ban for the western population of the garganey.	Lecture room, colour cards, marker pens, tables/chairs in 'formal meeting setting'	Prepare exercise notes, discuss with co-facilitators	
Coffee/tea break is used during the Role Play (Policies) for 'parties' to prepare for the meeting and discuss with each other.						
20 mins	Lecture 2: Flyways and valuation	By the end of this session, participants can <ul style="list-style-type: none"> <li>list different methods of valuation and briefly explain their application in a flyway context</li> <li>apply valuation mechanisms to different flyway scenarios</li> </ul>	Interactive lecture introducing various valuation methods and their potential use for flyway conservation. There is potential to follow this lecture with group work,	Lecture room, data projector, computer with PowerPoint	Prepare lecture notes and PowerPoint presentation	
45 mins	Group work: Valuation of flyways	By the end of this session, participants can <ul style="list-style-type: none"> <li>understand and use to a basic level a variety of economic valuation techniques</li> <li>appreciate that valuations are not straightforward, and may require a combination of techniques</li> <li>appreciate the need for valuation, but realise that not all values are economic in nature.</li> </ul>	Split the participants into groups and assign each a valuation exercise. The same exercise can be given to each group or, preferably, a different exercise to each group. One or more facilitators will need to circulate among the groups. The groups should put down their findings on flipchart paper and/or cards.	Lecture room, colour cards, flip-chart paper, blue-tack, wall or large board for sticking cards	Prepare exercise notes, brief local facilitators, discuss with co-facilitators	



## Session Plans Module 2

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
20 mins	Lecture 3: Building capacity and networking Brainstorming: CEPA	By the end of this session, participants can <ul style="list-style-type: none"> <li>• identify the key capacity needs for functional flyway networks</li> <li>• appreciate the importance of networking in a flyway context</li> </ul>	Short lecture illustrating the main areas where capacity and networking are needed for enabling effective flyway conservation. During the last 10 minutes, hold a plenary brainstorming on CEPA (e.g. CEPA tools, regional CEPA priorities etc), ideally led by a trainee.	Lecture room, data projector, computer with PowerPoint, flipchart, marker pens	Prepare lecture notes and PowerPoint presentation	
45 mins	Group work: Capacity building & networking	By the end of this session, participants can <ul style="list-style-type: none"> <li>• visualise and explain the relevance of enhanced capacity at different levels of a flyway network</li> <li>• list different techniques for identifying capacity needs</li> <li>• prioritise capacity needs at the flyway level</li> </ul>	Using results from Session 3 group work (Conservation of CSNs), each group has an imaginary \$50,000 to implement a capacity-building programme for their species across its flyway. There will be a need to prioritise actions and for negotiation/division of resources between regions.	Lecture room, flip-colour cards, chart paper, marker pens, blue-tack, wall or large board for sticking cards	Prepare exercise notes, brief local facilitators, discuss with co-facilitators	
1.5 hours	Lunch					

Note: There is potential to extend the group work on valuation of flyways and capacity building to an hour each, as 45 minutes is rather short, especially if the group is large; in this case the session will last for 4 hours instead of 3.5 hours. Another alternative is to drop one of these group works and focus more on the other by extending it to 1.5 hours. The group work that is not done could be built into Session 6. This decision can be made during the workshop planning.

## **Day 9. Module 2, Session 6. Regional priorities & additional topics; evaluation**

Trainers/facilitators to develop the session plan for this final session of Module 2 within their region before the workshop in consultation with trainees and partners. The session should focus on regional priorities as far as possible and highlight local examples (e.g. selected key sites, important community issues, capacity-building needs). The session should be interactive and discussion-based. There is potential and merit in inviting selected trainees to present short case studies.

The session also provides time to cover additional selected priority topics included in the modules. The trainers/facilitators may select such topics from the Module 2 workbook in consultation with trainees and partners. Session 5 in particular introduces some important topics that could be expanded, depending on the interest of the target group.

At least 30 minutes should also be set aside for an interactive evaluation of Module 2, including discussion and feedback.





## **Module 3: Communicating the Flyway Approach to Conservation**

### **Session Plans**



A junior ornithology club in Tunisia at a World Migratory Bird Day event organised by AAO (photo: Hichem Azafzaf).

## Day 2. Workshop Introductions, Module 3, Session 1. Learning and curriculum development

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
<b>Workshop Introductions</b>						
30 mins	Introduction of the regions and their participants	The participants will gain understanding about the whole AEWA region, and about each other.	There are many different options for participants to introduce themselves. This should be facilitated, so that each participant speaks and is heard. Examples include: <ul style="list-style-type: none"> <li>Participants split into pairs and introduce themselves to each other; they then present each other to the group.</li> <li>Each regional group presents themselves and their region in turn, perhaps from the viewpoint of a migratory bird.</li> </ul>		Facilitators & trainers discuss what is expected of the presentations	
<b>Module 3, Session 1</b>						
45 mins	Learning at individual, organisational and societal level	At the end of this session participants can: <ul style="list-style-type: none"> <li>describe the experiential learning cycle</li> <li>describe what we mean by learning</li> <li>understand the different levels of learning</li> <li>explain what can help or hinder learning</li> <li>contribute to a learning environment</li> </ul>	<p><u>Individual learning:</u></p> <ul style="list-style-type: none"> <li>Plenary discussion on learning: what is learning?</li> <li>PowerPoint presentation on Kolb's learning cycle</li> <li>Group work: Paperclip exercise to show the participants the strengths of group learning</li> <li>Plenary brainstorm: Barriers and motives to learning</li> </ul> <p><u>Organisational Learning:</u></p> <ul style="list-style-type: none"> <li>Define organisational learning</li> <li>Learning disabilities (e.g. parable of the boiled frog)</li> </ul>	Beamer, flip chart, marker pens, masking tape, scissors, glue, stapler	Prepare PowerPoint presentation and hand-out	
30 mins	Coffee break		During the break, participants complete the learning styles questionnaire/test.	Questionnaires	Make copies of questionnaires	
30 mins	Learning	At the end of this session participants can: <ul style="list-style-type: none"> <li>describe different learning styles, and appreciate that individuals respond differently to them.</li> </ul>	Discussion on individual learning styles: Put the 4 learning styles on the wall and write the names of the participants on it. <u>Societal learning:</u> <ul style="list-style-type: none"> <li>Triple loop learning?</li> </ul>	Beamer, laptop, flip chart papers, marker pens, masking tape	Prepare presentation and put flipchart paper on wall	
1 hour 15 mins	Curriculum development	At the end of this session participants can: <ul style="list-style-type: none"> <li>describe curriculum development steps.</li> </ul>	Interactive PowerPoint presentation on the steps of curriculum development	Beamer, laptop	Prepare presentation	
1.5 hours	Lunch					

**Day 9. Module 3, Session 2. Communication**

Time	Content	Learning objectives	Methods	Materials	Actions	Trainer(s)
1 hour	Introduction to communication	By the end of this session all participants understand: <ul style="list-style-type: none"> <li>the importance and the concepts of effective flyway approach communication;</li> <li>how to communicate a message to different stakeholders at the flyway level and in flyway networks.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm session in small groups of four participants to answer the question: Why do we need to communicate the flyway approach?</li> <li>Plenary discussion of the results</li> <li>Interactive PowerPoint presentation on the definition of communication</li> <li>Exercise active listening: A short story/riddle will be read; the participants have to guess the name of the 'bus driver'.</li> </ul>	Beamer, laptop, coloured cards, flip chart, marker pens, masking tape, story about bus driver.	Prepare PowerPoint and handouts	
45 mins	Leary's rose	By the end of the session the participants are able to: <ul style="list-style-type: none"> <li>reflect on their own role in communication and the impact of this role on others.</li> </ul>	<p><u>Communication style exercise:</u> Participants select a topic relevant to the flyway approach and identify the different roles you take up in communication:</p> <ul style="list-style-type: none"> <li>The various roles that people can take up in communication will be put on the floor in a circle.</li> <li>The facilitator explains these different roles.</li> <li>Three participants will be selected to discuss a specific issue of the flyway approach.</li> <li>The facilitator gives each of the three people a different role in the circle. They will start to discuss the issue taking up this role.</li> <li>After 5 minutes the roles will be evaluated and discussed. The game will be repeated.</li> <li>The process and outcome will be discussed with all.</li> </ul>	Communication style exercise handout.	Prepare the communication style exercise and link it to the flyway approach	
20 mins	Coffee/tea break					
1 hour 20 mins	Introduction to the steps to communicate the flyway approach	By the end of the session the participants will: <ul style="list-style-type: none"> <li>understand the different steps in developing an advocacy strategy</li> <li>understand that media selected to be effective depends on the target group, objectives, culture and resources.</li> </ul>	<p>Interactive PowerPoint presentation and discussions.</p> <p>Brainstorm the most suitable media to convey a message in different cultures.</p>	Beamer, laptop, flipchart, marker pens, masking tape.	Prepare handouts	
1.5 hours	Lunch					



## Day 10. Module 3, Sessions 3 & 4. Development of regional advocacy strategies & Workshop evaluation

Time	Content	Learning Objectives	Methods	Materials	Actions	Trainer(s)
<b>Session 3: Problem Tree, Vision &amp; Stakeholder matrix</b>						
3.5 hours	Advocacy strategy development	By the end of the session participants will be able to apply the following steps in advocacy strategy development to their own situation: <ul style="list-style-type: none"> <li>developing a problem tree</li> <li>problem tree analysis</li> <li>developing a vision and rich picture</li> <li>developing a stakeholder matrix.</li> </ul>	The participants are divided into 4 groups, and each one assigned a specific case study. Ideally, use different case studies, all of which should focus on an issue relating to migratory waterbird conservation. Information on the case studies should be prepared in advance, but only in summary form; the emphasis must be on developing a strategy rather than getting bogged down by factual information. The groups will start by developing a problem tree (90 minutes). They will then progress to the vision and make a rich picture (30 minutes). Next is development of a stakeholder matrix focusing on the interests and problems faced by the various stakeholders linked to the problem tree analysis (60 minutes). Coffee/tea available during group work.	Flipchart holder & paper, marker pens, masking tape, coloured cards & paper, scissors, glue, stapler, beamer, laptop. Information sheets on the selected case studies. Module 3 case study on the Great White Pelican.	Prepare 4 sets of tables in the room. Facilitators circulate among groups to provide advice and monitor time-keeping.	
1.5 hours	Lunch					
<b>Session 4: KAP and Objective setting</b>						
2.5 hours	Continuation advocacy strategy development	By the end of the session participants will be able to apply the following steps in advocacy strategy development to their own situation: <ul style="list-style-type: none"> <li>KAP</li> <li>Objective setting</li> <li>Media selection.</li> </ul>	Knowledge Attitude Practices Assessment (KAP) and objective setting (75 minutes). Develop a matrix following the examples provided in the Module 3 workbook, especially the Great White Pelican example. Select one or two stakeholder group and choose the appropriate media most suitable to reach the objective (30 minutes). Reporting back: All groups present their advocacy strategies during an interactive plenary (45 minutes). Coffee/tea available during group work. Interactive evaluation, with discussion & feedback.	Flipchart holder & paper, marker pens, masking tape, coloured cards & paper, scissors, glue, stapler, beamer, laptop. Information sheets on the selected case studies. Flipchart paper, pens, cards.	Facilitators circulate among groups to provide advice and monitor time-keeping.	
30 mins	Evaluation of Module 3					
<b>Workshop Evaluation &amp; Close</b>						
30 mins	Evaluation of workshop		Interactive evaluation of the whole workshop, with discussion & feedback.	Flipchart paper, pens, cards.		
30 mins	Close		Workshop closed by selected participant/invited guest. An overview of the whole workshop may be presented (by a participant or facilitator), mixing 'fun' with lessons learned.	Beamer, laptop.	Prepare presentation.	









## Introduction

It can (and should!) take a significant effort to organise, prepare for and execute a training workshop. Funds need to be raised, participants identified and invited, notes and presentations prepared, and sometimes people must travel long distances to join workshops. With such investment in time, resources and finance, it's important to evaluate the 'results' and to find out which aspects could be improved upon for future events, so evaluation is an important part of a workshop. It is necessary to allow sufficient time for evaluation, which can be done as you go along, for instance at the end of every day or session or the beginning of the next. The main evaluation session is usually at the end of the workshop, when participants will be able to comment on different aspects of the whole workshop. However, it is important to build evaluation into the programme and ensure that it is not left out.

The main purpose of evaluation is to enable future training workshops to be improved upon, so it is important for the organisers (and donors) that participants are given a clear opportunity to provide comments, inputs and recommendations. Allowing such feedback to be discussed in a plenary can greatly enhance the value of the evaluation session, as it enables common views to be captured.



Iraqi participants at a wetlands management course in Egypt enjoy shopping for souvenirs in Alexandria; often allowing time off for participants, and ensuring that the logistics, food and accommodation are agreeable, can have a positive effect on the mood of the workshop and on its evaluation (photo: Tim Dodman).

## Some evaluation methods

### 1. Daily monitoring and feedback

Regular monitoring of the mood of the participants and dynamics of the group are important for the smooth running and success of the workshop. Facilitators should ask regularly if everyone is happy or if they need anything, especially during the first day or two, when some participants may feel apprehensive. For instance, there may be simple factors affecting participants' ability to learn, such as the room being too cold from air conditioners, not being able to hear properly, no water available, inadequate lighting etc.

#### a. *Evaluating each session*

It is useful to give participants an opportunity to reflect on the activities of each day or session, while the presentations and activities are fresh in their mind. A good opportunity to do this is to evaluate each session during the 10-minute introduction to the following session. In every case, a recap slide for the previous session is given in the Introduction presentation; allow at least five minutes for capturing feedback and comments. This can be done verbally, so that some discussion is generated.

#### b. *End-of-day feedback*

A useful approach is to put up a mood meter chart in the room, perhaps close to the main exit of the training room. The chart can simply show three faces on the left side, one 'smiley' ☺, one straight-line ☺ and one down-turned mouth ☹. Leave pens at the chart, and ask participants to mark how they felt about the day. If time is short, then participants can simply do this on their way out. If the general mood is negative, it will be necessary for trainers to find out the reasons for this and try to modify or adapt the workshop accordingly.

### 2. Evaluation of each module

The last session of each module in the proposed workshop programme is given over to regional priorities, additional topics and evaluation. Around thirty minutes should be reserved for the evaluation of each module. If this session is skipped, make sure that evaluation is integrated into the last session of the module instead. Methods can include:

#### a. *Cards*

Distribute cards and ask participants to write their comments on them, with one comment per card. Ask participants to write in capital letters, and provide thick pens. This is probably best done individually, but participants can work in small groups if preferred. Put up empty flipchart papers on the wall and ask participants to stick their cards up, or the facilitator can do this, grouping them if desired. Interpreting the results will be easier if the cards are split into types of response. Encourage this by writing a heading at the top of each flipchart paper, such as:

- Content
- Approach/way of delivery
- Level/difficulty
- Time
- Other

#### b. It is possible to use different colour cards for different categories, or for positive and negative comments.

#### c. Once the cards have been filled out and put up on the charts, allow time to discuss the results. The facilitator can read out some of them, or ask a participant to do so. Make sure the evaluation is enjoyable and convivial, so that participants feel comfortable in letting you and the group know what they really felt about the module.

d. *Question-led plenary discussion*

The facilitator or a participant can ask specific questions relating to each module. Someone will need to write down the comments and answers, ideally on a flipchart for all to see. The facilitator can start the ball rolling by saying what s/he has learned from the module. A key question is to ask is how the module could be improved for the future. The trainer/facilitator should welcome any criticism and not defend him/herself, but show that they have understood any concerns raised.

e. *Improvement and adaptation*

Participants should form groups, and each group should pick out the strengths and weaknesses of each module, then adapt/improve upon the module as if planning on running the module in the future. For this exercise, participants will need copies of the session plans used. Suitable outputs may be revised session plans. Allow time for each group to present their findings and for some discussion afterwards.

### 3. Workshop evaluation

In the proposed workshop programme the last session is reserved for workshop evaluation and close. Although you should have carried out short daily or session evaluations and more detailed evaluations of each module, it is still useful to evaluate the whole workshop. This is when participants will have a clearer idea about the overall usefulness of the workshop, and when they can comment about issues such as the overall organisation, facilitation, the venue, accommodation etc.

a. *Strategic questions*

Draw up a table on a flipchart or whiteboard with key questions down the left column, and responses along the top row. An example is provided below:

	Very much	Partly	Little	Not at all
1. How have your expectations been met?				
2. How have the workshop aims been met?				
3. How has your understanding of the flyway approach to conservation been improved?				
4. How useful has the workshop been for you?				
5. How useful would this kind of workshop be to others in your country/site?				
6. How happy are you with the process & organisation of the workshop?				
7. How happy are you with the logistic organisation & venue of the workshop?				
8. How happy are you overall with the workshop?				
9. How can the workshop be improved?				
10. Please make any comments or specific points.				



You can adapt this table as desired. You may like to ask more questions about the training methods used overall during the workshop, e.g. How useful were the field visits/lectures/group work etc.?

### 1. *The way forward*

Participants should work in pairs or groups and use this last session of the workshop to think about how they will use their newly learned skills. Most participants will have been carefully selected for participation in the workshop, so that it should be relevant for them. Many will also be expected to pass on their skills to their colleagues or others back home, especially after a Training of Trainers (ToT) course. Participants can produce recommendations for their group, or make individual commitments based on their own thoughts and on the ideas circulating in their group. A useful output from this session for each participant may be a list of commitments, such as:

- Make a presentation to my colleagues about the workshop
- Train my team within one month of my return
- Adapt the Training Kit for use in my own country
- Organise a programme of workshops and seminars in my own country
- Develop a fund-raising proposal for these workshops and seminars
- etc.

### 2. *Afterwards*

At certain periods after the workshop it is useful to try to gauge the longer-term effectiveness of the training. For instance, from a ToT workshop, how many follow-on workshops have been organised within 6 months or one year of the workshop? If none, what were the main reasons? How many participants appear to have put their training to good use? For how many is 'flyway conservation' a relevant part of their work? Usually, such evaluation needs to be built into a budget related to the workshop itself, as it may be quite a time-consuming exercise to find out how useful the workshop has been some time after it took place. One method is to send questionnaires to the trainees. Advise them during the workshop that the organisers will contact them in the future; this may help increase the questionnaire response rate. If resources permit, someone may visit certain trainees at their work station.

The results of post-workshop evaluation can be very useful and may help in improved planning of future events.

