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Ministry of Environment Water & Agriculture



TRAINING OF TRAINERS

REPORT



FAO Saudi Arabia Technical Cooperation Programme
Strengthening Ministry of Environment, Water and Agriculture's capacity to implement its
Sustainable Rural Agricultural Development Programme (2019-2025)
(UTF/SAU/051/SAU)

TRAINING OF TRAINERS

REPORT

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Preface

The Sustainable Rural Agricultural Development (SRAD) Programme (UTF/SAU/051/SAU), funded by the Government of the Kingdom of Saudi Arabia, aims to strengthen the capacity of the Ministry of Environment, Water and Agriculture (MEWA) to implement its Sustainable Rural Agricultural Development (SRAD) Programme. Capacity development is the core focus of the SRAD project, which encompasses various interventions. FAO has developed and implemented approximately 56 training courses that focus on the project commodities and components along the value chain, benefiting over 1200 participants including smallholders, fishermen, cooperative members, and MEWA staff.

FAO Saudi Arabia has conducted and delivered these training courses, targeting the end users. It is important to note that many experts in a particular field may or may not necessarily possess the trainers' skills needed to effectively impart knowledge and skills.

To address this issue, SRAD project implemented a training of trainers (TOT) course to equip trainers and potential trainers with the necessary skill set to design and conduct high quality and effective training sessions. In this regard, an international consultant was tasked, and three rounds of the TOT course were conducted for prospective trainers from MEWA, National Center for Vegetation Cover Development and Combating Desertification (NCVC), Saudi Irrigation Organization (SIO), and FAO Saudi Arabia.

All three rounds of the TOT course were held at Crowne Plaza Hotel in Riyadh and attended by SRAD National Professional Officers (NPOs) and consultants and staff of other relevant departments of the MEWA.

The first round of the TOT course was attended by 17 participants and lasted for nine working days from 4 to 14 December 2022. The second round of the TOT course was attended by 21 participants, including three women participants, and also lasted for nine working days from 18 to 28 December 2022. The third round of the TOT course lasted for four working days from 16 to 19 January 2023. The first three days of the training session were attended by 17 participants, of which three were women, while the attendance increased to 25 participants on the fourth day.

This report covers an overview of the training process, encompassing the learning objectives, learning methods and training evaluation, which remained consistent throughout all three courses. Moving forward, the next steps in the SRAD project involve the development of source books by the component and thematic teams for their respective areas. These source books will serve as valuable reference materials for future training courses under SRAD Project.

Acknowledgements

The TOT courses report is produced to mark the completion of the three sessions of the TOT course conducted by the assigned international consultant. Acknowledgment and appreciation were extended to all those involved directly and indirectly in the success of the courses.

The consultant's personal message is as follows:

First and foremost, I express my thanks, appreciation and gratefulness to Mr Ayman Omer, Acting FAO Country Representative for his valuable guidance and unlimited support throughout the assignment.

I wish to also express my sincere gratitude to Dr Kakoli Ghosh, Chief Technical Adviser for her technical inputs and significant organizational support to implement the assignment activities and tasks within the given timeframe. My thanks go also to Mr Saeed Shami, the Programme Design and Implementation Expert, for follow up and continuous support and encouragement. I particularly like to acknowledge Ms Dina Aboukaff and the entire management and support staff of FAO Riyadh Office for facilitating the assignment implementation processes in a timely and cooperative manner.

Special thanks to the Technical Advisors and National Professional Officers of the Programme Components and their counterparts from the Ministry of Environment, Water, and Agriculture and its affiliated entities for their cooperation and active participation in the activities carried out during the course of the mission.

Last but not least, my sincere thanks to Mr Ijaz Khaliq, Technical Advisor for Capacity Development and Training, and Mr Abdullatif Altulaihan, National Professional Officer for Capacity Building and Training for making their maximum possible efforts to have this mission implemented successfully.

Best regards

*Ismail Mohamed Sharief Khairi
International TOT Consultant*

Executive summary

Capacity development is a central element of the FAO Saudi Arabia technical assistance programme that aims at strengthening the capacity of the Ministry of Environment, Water, and Agriculture (MEWA) in implementing the Sustainable Rural Agriculture Development Programme (SRAD). As part of capacity development efforts, the SRAD project, in consultation with MEWA, has developed comprehensive training programmes to enhance the technical knowledge and skills of government officials, smallholders, agribusiness entrepreneurs, and value chain actors of the project commodities. The training programmes cover various topics such as production technologies and practices, value addition, agribusiness, agriculture marketing, cooperatives, and sustainable management of natural resources.

Technical experts require trainers with the necessary skills to deliver high quality training for the SRAD project. To meet this requirement, a TOT course was developed to introduce participants to theoretical frameworks and equip them with skills needed to effectively plan, prepare, and deliver training programmes under the SRAD project. The contents of this course include learning theories, training techniques, training aids, training cycles, communication, presentation skills, and sessions' planning and implementation.

The TOT content was selected based on the learning assessment of the prospective participants and a literature review on training design and implementation. This approach ensured that all important aspects of training cycle management and processes were covered in alignment with the learning objectives. The contents also highlighted the specific topics and areas covered during the training sessions. Further principles of experiential and adult learning approaches were applied to create an interactive learning environment.

Overall, the TOT course applied a learner-centered approach focusing on generating immediate value for the participants. A wide variety of methods and techniques have been applied throughout the course, including discussions, role-playing, socio-drama, case studying, exercises, and demonstrations. These interactive approaches aimed to actively engage participants and enhance their learning experience. Furthermore, participants had the opportunity to practically apply the knowledge and skills obtained during the training in the simulation exercises that took place on days 8 and 9 of the training course.

This report provides a detailed description of the training course implementation in terms of objectives, contents, timeframe, processes, participants, evaluation results, and suggestions for future steps.

Training course implementation steps and framework

Organization of the TOT course included the execution of interlinked sets of activities as follows:

- *Preparing for the training course*
- *Training course Implementation*
- *Training course report writing*



Ayman Omer, FAO Saudi Arabia, Acting Programme Director delivered an opening remark at the opening of the TOT training course.

Preparing for the training course

This phase involved a series of activities that began with the development of a proposal for organizing the intended training course that has been reviewed and approved by the SRAD Programme Management.

The proposal clearly outlined all the requirements for implementing the training including:

1. Training course objectives
2. Targeted training course participants
3. Training course implementation timeframe and schedule
4. Training course contents
5. Training course facilitation
6. Training approach and methodology

This phase concluded with the procurement of training course stationery, printing and photocopying of training handouts, the design and preparation of training aid materials, and final check of the arrangements at the training premises.

Training course implementation

1. Training course objectives

The overall objective of the TOT course was *“to build the capacity of participants to deliver more effective training events within SRAD Programme and beyond”*.

The specific objectives of the training course are as follows:

- ☞ To introduce participants to concepts and theories of learning, communication, training, and facilitation.
- ☞ To familiarize participants with training activities, methods, techniques and aids, and provide practical guidance on their application.
- ☞ To acquaint participants with processes of session planning, preparation, and implementation and offer practical example applications of these processes.
- ☞ To promote the exchange of experiences among participants regarding training events planning and implementation.

Ayman Omer, Acting Programme Director, emphasized the significance of the TOT course for the SRAD project during his opening remarks at the launch of the first round. He urged the attendees to capitalize on the opportunity to acquire the necessary knowledge, skills and attitude to become effective trainers. He further highlighted that while the participants may possess strong technical expertise in their respective areas, it is imperative to have trainers’ skills to ensure that the direct stakeholders of the SRAD project can benefit from their expertise.

Kakoli Ghosh, Chief Technical Adviser of the SRAD project, congratulated the trainers and participants during the closing ceremony of the third round of the TOTs for successfully organizing the training courses. However, she emphasized that simply acquiring new knowledge, skills and attitudes is not sufficient. It is crucial for the participants to apply what they have learned and transfer the benefits to the training beneficiaries of the SRAD project across the entire value chain.



Kakoli Ghosh, Chief Technical Adviser of the SRAD project at the closing ceremony.

2. Training course participants

The TOT course was conducted for prospective trainers from MEWA, National Center for Vegetation Cover Development and Combating Desertification (NCVC), Saudi Irrigation Organization (SIO), and FAO Saudi Arabia.

All three rounds of the TOT course were held at Crowne Plaza Hotel in Riyadh and attended by SRAD National Professional Officers (NPOs) and consultants and staff of other relevant departments of the MEWA.

The first round of the TOT course was attended by 17 participants and lasted for nine working days during the period 4 to 14 December 2022. The second round of the TOT course was attended by 21 participants including three women participants and lasted for nine working days during the period 18 to 28 December 2022. The third round of the TOT course lasted for four working days during the period 16 to 19 January 2023. The first three days of the training session were attended by 17 participants, of which three were women, while the attendance increased to 25 participants on the fourth day.

(See Annex 1: Training course participants details)

3. Training course implementation timeframe and schedule

The training course had different durations for each round. The first two rounds lasted for 10 working days whereas the third round lasted only for three days. During the training course, participants worked daily for seven networking hours per day, which were divided into three sessions. *(Refer to Annex 2: Agenda)*

In addition to their daily formal working hours, participants dedicated extra time to complete home assignments and engage in preparatory work during practical application exercises (simulations).

4. Training course contents

According to the above-mentioned objectives, the training course contents included the following subjects and topics:

1. **Understanding the concepts of learning, education, and training:** This section delved into fundamental concepts of learning, education and training. It was discussed at length which included principles of adult learning and highlighted the distinctions between child education and adult learning.
2. **Communication skills:** Communication skills were also an integral part of the training focusing on the communication process, different levels of communication, and effective verbal and non-verbal communication techniques. Additionally, the training covered communication helpers (aid), blockers (barriers) and strategies for delivering successful presentations with tips on effectively managing challenging participants during training.
3. **Learning styles:** Learning styles were also covered as a main topic during the training. The participants were trained on how to identify and recognise some different learning styles, as these styles have a direct impact on the participants' learning process. It is important for trainers to use different learning methodologies to cater to the needs of different participants. The learning style discussed included – visual learners, auditory learners, and kinesthetics learners. Moreover, the experimental learning cycle was also presented along with stages and utilization of the experimental learning cycle.
4. **Training life cycle:** The training life cycle, a pivotal topic for training trainers, was thoroughly discussed in an interactive manner with participants. The emphasis was placed on conducting a comprehensive training needs assessment which involved evaluating the level of performance, identifying performance gaps and determining the specific training needs and requirements based on the level of performance.



A participant delivering a presentation for his group.

The next important stage of the training life cycle is designing and preparing training activities, which was presented to the participant using learning centric approach. In this main topic, the subtopic emphasized included defining and phrasing training objectives, developing and organizing training contents, defining training methods and techniques, developing training materials, and developing session plans. These stages formed the training life cycle. It is essential for trainers to possess effective presentation skills. Therefore, ample time was given to the topic, allowing participants to not only understand the theoretical aspect of the presentation skills but also engage in practical exercises during the training. This was followed by discussion on topics such as arranging presentations, emphasizing the importance of training aids especially audio-visual aids in training, types of audio-visual aids used during training, and special consideration for the successful use of these aids.

The most important aspect of any training is the learning methodologies and techniques. Participants were exposed to different learning methods, including presentation methods such as lectures and demonstrations, as well as participatory training methods like case studies, socio-drama, role plays, incomplete stories, brainstorming, discussions, simulations and games.



The trainer demonstrated the learning techniques to the participants.

Furthermore, outdoor training methods were discussed, which included field visits, study tours, and experience exchange events. At the end of the training, each method was analyzed to identify its advantages, possible shortcomings, steps for implementation, appropriate situation for application, and special considerations.

During the TOT, participants were oriented on the topic of training facilitation. Sub-topics covered included defining facilitation, understanding the role of the facilitator and exploring the key functions and responsibilities of a facilitator.

The training emphasized the importance of the training environment, specifically focusing on how to create a conducive learning environment. This included understanding the characteristics and requirements of a suitable training venue, appropriate seating arrangements, and fostering a positive social environment during the training.

Additionally, the participants were also introduced to the concept of session planning which is crucial for the success of any training or learning event. They were also provided with an overview of session planning, including its components and steps involved in developing effective session plans. A simulation exercise was carried out for the participants to practice the skills and developed their own session plans, implemented them and then evaluated and provided feedback to one another.

The participants were also learned about the training evaluation and how to develop pre-and post-test. They engaged in a simulation exercise to apply their learning on evaluation and were guided on developing evaluation questionnaire and other means of training evaluation like review of the learning and mood meter.

At the end of the training, participants were provided with an explanation of the action plan. They also received guidance on how to create training reports, including its structure and content. The use of photos and other visual aids was encouraged to enhance the effectiveness of the report.

5. Training course facilitation

The TOTs courses were facilitated by an international TOT consultant with the support of FAO leadership and the training and capacity development team. The training and capacity development team made substantial contributions to the preparation and implementation of the training courses. They handled all participants related issues before, during, and after the training course, and demonstrating their dedication to ensuring successful course delivery and that the training courses were implemented successfully.

6. Training course approach and methodology

Throughout the training course, participants were introduced to fundamental concepts, skills and techniques required for training and facilitation. The course adopted an intensively interactive approach that encouraged active engagement from the participants. Participants worked in buzz and small groups, benefiting from an adult learning process facilitated by an experienced trainer.

A diverse range of methods and techniques were applied in the training course including interactive lectures, large and small group discussions, case studies, brainstorming, socio-drama, incomplete stories, exercises, games, demonstrations and simulations.

Interactive lecture

An interactive lecture is a method used to enhance participants' existing knowledge or to provide them with new information in alignment with the training objectives. This approach serves as a valuable tool for enriching participants understanding of theoretical foundations or concepts, and practical applications related to the training topics. In some cases, it also provides an opportunity to set the pace for discussion, with the first lecture introducing the topic and encouraging the participants to brainstorm their ideas. In the second part of the lecture, it is often used to wrap up the discussions or draw conclusions.

Discussion

Discussion is an effective tool for achieving consensus (on information emerging from brainstorming) among different groups regarding definitions, requirements, and practices of specific topics. This technique is very effective and useful to narrow down discussions and focusing on specific details.

Case Studies

Case studies are beneficial for training programmes when participants can apply what they are learning to real-life situations. By incorporating all training methods, enabling them to apply what they have learned in the classroom environment in their professional contexts.

Brainstorming

This approach is useful in eliciting different opinions and mindsets from participants regarding the topics of discussion. This technique also provides them with the opportunity to participate without being prejudiced by the notions of right and wrong. This technique also helps broaden the horizon of participants about the topic by gathering information from individuals with diverse knowledge and experience.

In addition, a wide range of training aids has been used, including:

- Printed/written aids** including posters, handouts, diagrams, pictures, drawings, and writing cards for Metaplan techniques.
- Boards** including whiteboard, flipchart, sticky, and pin board.
- Projected Aids** including videos and PowerPoint presentations.
- Models** including real materials, equipment and samples.



Written training aid was used by participants to present their topics.

Participants made verbal presentations and participated in small group discussions and shared their experiences with others. They played a vital and significant role in the execution of training course activities. Each day, there were three committees for supervision, summary/documentation and evaluation. At the beginning of each training day, the evaluation and summary of the previous day were presented and reviewed. This process served as a valuable tool in refreshing participants' memory of the previous days' activities and topics, thereby establishing meaningful connections between the topics in an integral way. In addition, the daily evaluation contributed effectively to the success of the training course by providing continuous feedback on performance, delivery, services, accuracy, participation, contents, relevance of issues presented and suggestions for improvement.

Practical application (simulation) exercise

To assess the participants' acquisition of training and facilitation skills and techniques, days seven and eight of the training course were allocated for practical application (simulation) exercises. Participants were divided into six groups of three members in each group. The groups were tasked to design, plan, prepare and implement a 60-minute training session on topics related to the SRAD Programme context. They were required to apply at least one training method and utilize at least one training aid. Following each group session, the other participants evaluate their performance based on an observation and evaluation checklist provided by the facilitator.

The practical application (simulation) exercise offered participants a valuable opportunity to apply the knowledge and skills they have acquired during the training course into action. During the training course closing ceremony, a prize was awarded to the group that achieved the highest score among the six groups, which amounted to 85 percent.

Training course evaluation

Five methods have been used for training course evaluation as follows:

1. Daily evaluation committees

To establish a participatory framework for training course evaluation, participants were asked to form daily evaluation committees consisting of two members. These evaluation committees had the freedom to use any methodology to evaluate all aspects of daily course activities.

In addition to conducting their observations, evaluation committees also benefited from participants' feedback through the Graffiti Board. The Graffiti Board is a chart divided into two sections: "What I liked about the day" and "What I disliked about the day". At the end of each training day, every participant was given two sticky notes to express her/his viewpoints on the training proceedings. The daily evaluation reports covered a wide range of issues including the level of understanding, the quality of services, the facilitator's performance, the level of participation, the course contents, training methodology, and timekeeping. The evaluation results were presented at the beginning of the following day.

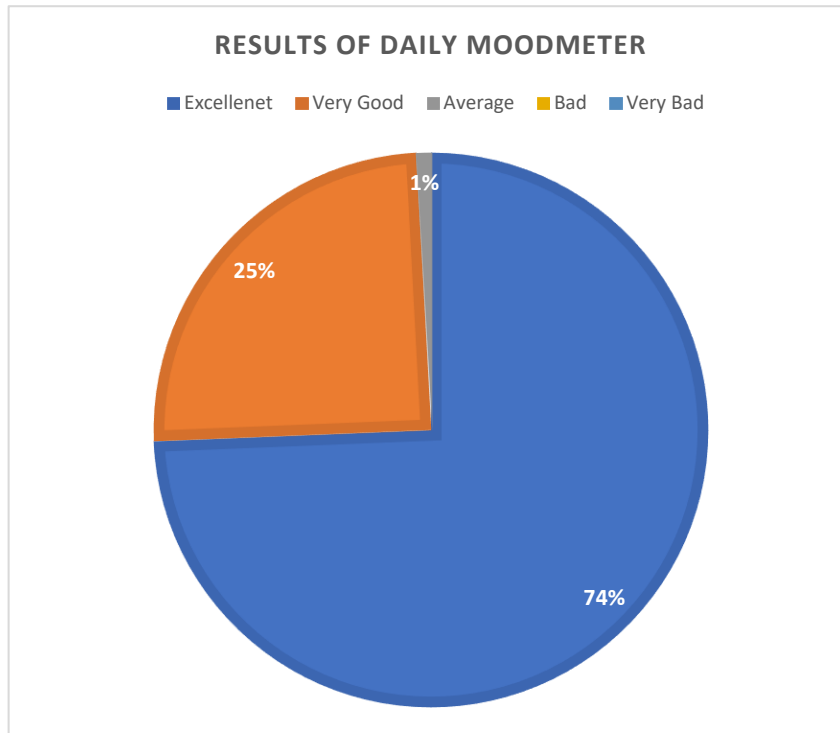
Daily evaluation reports indicated that training course processes were excellent in terms of contents, facilitator's performance, training approach, presentation techniques and the general atmosphere. There were some complaints, in certain days, about some participants' commitment to ground rules.

#	😊	😊	😊	😞	😡
1	✓✓✓✓✓	✓✓✓✓✓			
2	✓✓✓✓✓	✓✓✓✓✓			
3	✓✓✓✓✓	✓✓✓✓✓			
4	✓✓✓✓✓	✓✓✓✓✓			
5	✓✓✓✓✓	✓✓✓✓✓			
6	✓✓✓✓✓	✓✓✓✓✓			
7	✓✓✓✓✓	✓✓✓✓✓			
8	✓✓✓✓✓		✓		
9					

Participants' daily moodmeter board.

2. Daily moodmeter

A five-level moodmeter system was used, which the participants were required to fill out at the end of each training day. The moodmeter allowed participants to continuously provide feedback on their mood throughout the training course. This system effectively contributed to providing an immediate response to participants' needs.



The results of the daily moodmeter indicated the following:

Results of the daily moodmeter showed that participants greatly enjoyed the training course proceedings.

74 percent of the participants rated their moodmeter as **Excellent**, **25 percent** as **Very Good**, and **1 percent** as **Bad and Very Bad**.

Figure 1: Results of the daily moodmeter.

3. The practical application (simulation) exercise

The practical application (simulation) exercises were conducted on days 7 and 8 of the training course. Its purpose was to assess the knowledge and skills that participants have gained throughout the training course. The results of the group's performance in the practical application (simulation) exercise were as follows:

Table 1: Results of the practical application (simulation) exercises.

#	Name of the group	Group score (%)
1	Kefah Group	73%
2	National Parks Group	71%
3	Bee Group	77%
4	Kaif Group	79%
5	Group 5	83%
6	Golden Group	85%
Overall average score		78%

Based on the information provided in Table 1 above:

- Two groups achieved more than 80 percent on the pre- and post-tests, which indicates an excellent performance.
- Four groups scored between 70 percent and 79 percent on the pre- and post-tests, indicating very good performance.

These results indicate that training course participants have gained significant knowledge and developed skills that enable them to achieve high scores on the tests.

4. Training course pre- and post-test

To assess the change in participants' knowledge and understanding of the training contents, a pre- and post-test was administered. The pre-test was conducted during the second session of the day, while the post-test took place in the second session of day 9. The results of the pre- and post-test are as follows:

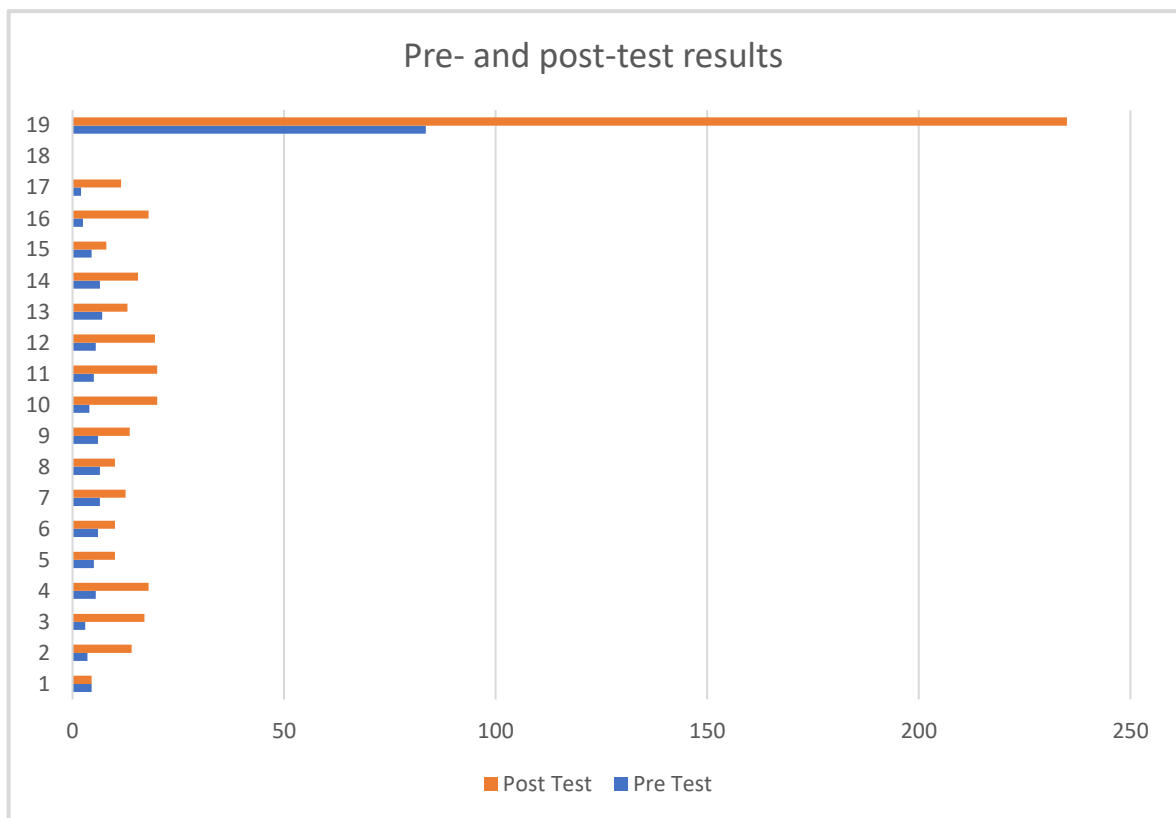


Figure 2: Pre- and post-tests results

Based on the results of the pre- and post-tests indicate the following:

- In the pre-test, the highest score achieved was 35 percent, which was achieved by one participant (5.9 percent), while in the post-test, two participants (11.8 percent) achieved a perfect score of 100 percent, five participants (29.4 percent) scored between 75 percent to 99 percent, eight participants (47.1 percent) scored between 50 percent and 75 percent, and only two participants (11.8 percent) scored less than 50 percent.
- In the pre-test, seven participants (41.2 percent) scored less than 25 percent, while the remaining ten participants (58.8 percent) scored between 50 percent and 35 percent.
- The overall average score of participants in the pre-test was 24.6 percent which significantly increased to 69.1 percent in the post-test.

These results indicate that participants have made remarkable progress throughout the training course and their knowledge has significantly improved.

(See Annex 3: Pre- and Post-Training Test)

5. Training course final evaluation form



Participants placed their training evaluations in the box provided.

A comprehensive questionnaire was used to evaluate all aspects of the training course. The participants filled out the questionnaire based on their personal assessment. The evaluation resulted in the following indicators:

1. **Training course objectives and topics:** 87.5 percent of the participants rated the training course objectives as **excellent** in terms of clarity, relevancy to the contents, and suitability to their needs and abilities, while 12.5 percent rated them as **good**.
2. **Effectiveness of training methods and approach used:** 87.5 percent of the participants rated the training methods and techniques used as **excellent**, while 12.5 percent rated them as **very good**.
3. **Technical arrangements:** 87.5 percent of the participants rated technical arrangements as **excellent**, while 12.5 percent described them as **very good**.
4. **Administrative arrangements:** 68.8 percent of the participants described training administrative arrangements as **excellent**, while 31.2 percent rated them as **very good**.
5. **Knowledge, skills, and attitude change:** 87.5 percent of the participants rated benefits obtained from training in terms of knowledge as **excellent**, while 12.5 percent described them as **very good**.

6. Strength of the training course

Participants described several strengths of the training course, including:

- knowledge, competency and capabilities of the facilitator/trainer.
- comprehensive and relevant training course contents.
- utilization of a wide variety of training methods and techniques.
- high level of participation among participants and their interaction with the facilitator.
- practical application exercise (simulation) provided hands-on experience.
- availability of all required materials.
- a small number of participants allows better engagement and interaction.
- good technical and administrative arrangements.
- effective sequencing and interlinking of the training topics.
- use of energizers and exercises to enhance engagement and learning.
- well-arranged location and premises for the training.
- high level of participation among participants.
- utilisation of a wide range of training aids.

7. Weaknesses of the training course

Participants identified some weaknesses of the training course, which include:

- some participants were not serious and committed to the training.
- the training was relatively short duration.
- the training was relatively long daily working hours.
- lighting in the training venue was not good.

8. Topics that I can practically apply in my work:

- All topics.
- Session planning.
- Training events implementation
- How to assess training needs?
- Training aids and how to use them.
- Training evaluation and follow up.
- Communication.
- Presentation skills

9. Suggestions for future training courses:

The participants suggested the following for future training courses including:

- Handouts are to be provided beforehand.
- Selection of appropriate premises for the training.
- Extend the duration of the training.
- Allocate more time for the practical application exercise (simulation).
- Consider having more than one trainer.
- Include individual assignments for each trainee.
- Consider cover less content within a shorter timeframe.
- Provide more opportunities for practicing some skills.
- Implement an after-training follow-up for the trainees.
- Incorporate more technology-based training techniques.
- Ensure appropriate selection of trainees who are willing, committed, and fully available to attend the training.

(See Annex 3: Training course evaluation form)

Training course closing

The training course closing session was attended by Saeed Shami, Programme Design and Implementation Expert. The closing included speeches by a representative of the participants and FAO. Attendance certificates were distributed to training course participants.



Participants received attendance certificates.

Recommendations and following up steps

Participants' action plans

According to the assignment framework, participants from each Programme Component are supposed to prepare, submit, and implement an action plan on how to utilize the knowledge and skills gained through the training course. However, due to time constraints and the participants' heavy involvement in preparing for and implementing the simulation exercise, this step has been postponed to the last week of the assignment.

Trainers' involvement in training and exchange activities

It is recommended that training participants are to get involved in training activities/programmes as soon as possible. That will help them strengthen their training capabilities and improve their training performance. Additionally, it is recommended that members of the National Training Team meet regularly, at least once each quarter, to share and exchange their experiences. This will facilitate further improvements and promote joint training activities.

Source materials for supporting national training team

To enable the members of the national training team to focus more on the training process and enhance their training capacities, a set of support materials should be prepared and made available. These include:

- A. Subject matter sourcebook: a collection of writings and articles that covers all competencies, background information, skills, and practices of a particular subject matter. It serves as a comprehensive resource that provides a basic introduction to the subject.
- B. Training module: A training module is an instructional guide primarily designed by trainers for specific training and a set of instructions such as step-by-step procedures.
- C. Practitioners' handbook: This handbook provides practitioners with practical information and facts on a particular subject matter or instructions for operating or performing a specific task.

Each programme component should plan and develop its source materials in a way that supports the members of the national training team in delivering effective training programmes and interventions.

Annex 1: Training courses participant lists

Round – 1, Participants list

No	Name	Designation
1	Fahad Abdullah Aljamhan	National Professional Officer, FAO Saudi Arabia
2	Bander Hamad Aljohani	
3	Nabil Abdulrahman Bodi	
4	Abdullah Dakeel Alkathomi	
5	Adel Mohammed Almutlaq	
6	Sami Mohammed Albarih	National Professional Officer, FAO Saudi Arabia
7	Ahmed Abdulaziz Alghonem	
8	Hassan Mohammed Balhareth	National Professional Officer, FAO Saudi Arabia
9	Ibrahim Yagoub Almohsen	National Professional Officer, FAO Saudi Arabia
10	Rafat Khaled Ali	
11	Khalid Aldayood	National Consultant, FAO Saudi Arabia
12	Yousef Moneer Almutairi	
13	Hisam Abdulrahman Alouad	
14	Mohammed Sad Alissa	
15	Bander Husain Alfifi	National Professional Officer, FAO Saudi Arabia
16	Abdullah Ali Alhendi	National Consultant, FAO Saudi Arabia
17	Fayez Ghyium Alruwaili	National Professional Officer, FAO Saudi Arabia

Round – 2, Participants list

No	Name	Designation
1	Workneh Wodajo	Technical Adviser, FAO Saudi Arabia
2	Mansour Abduljalil Alqateri	
3	Slahelddine Abdedaiem	Technical Adviser, FAO Saudi Arabia
4	Mafaz Abdullatif Punjabi	Graphic Design and Presentation Assistant
5	Salah Khalifa	Programme Associate, FAO Saudi Arabia
6	Faisal Jepran Alfifi	
7	Hamad Yousef Aldossari	
8	Aed Mahdi Alsaleem	
9	Yesser Abdulrahman Elgamdi	
10	Omer Khaled Alomeri	
11	Abdullah Ali Alozeeb	
12	Abdulrahman Abdullah Alsfaan	
13	Mishari Abdullatif Alsubai	
14	Fahad Khaled Alsaraoui	
15	Meshal Abdullah Almistahi	
16	Mohammed Ali Al Saeed	
17	Abdulaziz Mohammed Al-abdulgader	
18	Hassan Kasadi Almahdi	
19	Mohsen Abdullah Albalwi	
20	Mohammed Saud Almojerh	
21	Abdulaziz Saad Alshammary	

Round – 3, Participants list (Part 1)

No	Name	Designation
1	Nuru Adgaba Mohammed	Technical Adviser, FAO Saudi Arabia
2	Ihsan Ul Haq	Technical Adviser, FAO Saudi Arabia
3	Ali Ibrahim Alzubaidi	Technical Adviser, FAO Saudi Arabia
4	Azaiez Ouled Belgacem	Technical Adviser, FAO Saudi Arabia
5	Eric Joseph C. Lacroix	Technical Adviser, FAO Saudi Arabia
6	Steve Kamerino	International Consultant, FAO Saudi Arabia
7	Shukrullah Sherzad	Technical Adviser, FAO Saudi Arabia
8	Ijaz Khaliq	Technical Adviser, FAO Saudi Arabia
9	Workneh Abebe Wodajo	Technical Adviser, FAO Saudi Arabia
10	Omar Ageely	National Professional Officer, FAO Saudi Arabia
11	Marimuthu Swaminathan	Technical Adviser, FAO Saudi Arabia
12	Zunita Zubir	International Consultant, FAO Saudi Arabia
13	Dina Aboukaff	Operation Officer, FAO Saudi Arabia
14	Raees Khan	Technical Adviser, FAO Saudi Arabia
15	Pedro Jose Guemes	Technical Adviser, FAO Saudi Arabia
16	Jared Mark Matabi	Technical Adviser, FAO Saudi Arabia
17	Ola Hajjaj	International Consultant, FAO Saudi Arabia

Round – 3, Participants list (Part 2)

No	Name	Designation
1	Nuru Adgaba Mohammed	Technical Adviser, FAO Saudi Arabia
2	Ihsan Ul Haq	Technical Adviser, FAO Saudi Arabia
3	Ali Ibrahim Alzubaidi	Technical Adviser, FAO Saudi Arabia
4	Azaiez Ouled Belgacem	Technical Adviser, FAO Saudi Arabia
5	Eric Joseph C. Lacroix	Technical Adviser, FAO Saudi Arabia
6	Steve Kamerino	International Consultant, FAO Saudi Arabia
7	Shukrullah Sherzad	Technical Adviser, FAO Saudi Arabia
8	Ijaz Khaliq	Technical Adviser, FAO Saudi Arabia
9	Workneh Abebe Wodajo	Technical Adviser, FAO Saudi Arabia
10	Omar Ageely	National Consultant, FAO Saudi Arabia
11	Marimuthu Swaminathan	Technical Adviser, FAO Saudi Arabia
12	Zunita Zubir	International Consultant, FAO Saudi Arabia
13	Dina Aboukaff	Operation Officer, FAO Saudi Arabia
14	Raees KHAN	Technical Adviser, FAO Saudi Arabia
15	Pedro Jose Guemes	Technical Adviser, FAO Saudi Arabia
16	Jared Mark Matabi	Technical Adviser, FAO Saudi Arabia
17	Ola Hajjaj	International Consultant, FAO Saudi Arabia
18	Ibrahim Almohsin	National Professional Officer, FAO Saudi Arabia
19	Abdulatif Altulihan	National Specialist, FAO Saudi Arabia
20	Khaled Al-Dayood	National Specialist, FAO Saudi Arabia
21	Fayez Alruwaili	National Professional Officer, FAO Saudi Arabia
22	Fahad Aljamhan	National Professional Officer, FAO Saudi Arabia
23	Nabeel Boudi	National Professional Officer, FAO Saudi Arabia
24	Slahelddine Abdedaiem	Technical Adviser, FAO Saudi Arabia

Annex 2: Agenda

Day	Time	Session	Contents
Day 1	08:00 – 10:00	Session # (1)	<ul style="list-style-type: none"> ▪ Opening ▪ Setting the scene: <ul style="list-style-type: none"> ○ Participants’ introduction ○ Participants’ expectations ○ Participants’ pre-test ○ Introduction to training course objectives and proposed timeframe ○ Introduction to training course methodology ○ Introduction to Meta Plan Techniques ○ Introduction to Training Course Steering Committees
	10:30 – 12:15	Session # (2)	<ul style="list-style-type: none"> ○ Setting training course ground rules ○ Training course basic frameworks ▪ Concepts of Training: <ul style="list-style-type: none"> ○ What is training? ○ Training, learning, and education ○ Training efficiency elements
	13:15 – 15:00	Session # (3)	<ul style="list-style-type: none"> ▪ Learning styles ▪ Learning styles and training ▪ Children education vs Adults learning ▪ How adults learn better
Day 2	08:00 – 10:00	Session # (4)	<ul style="list-style-type: none"> ▪ Recap of day 1 (summary, evaluation, and supervision committees’ reports) ▪ Warming up exercise ▪ Communication: <ul style="list-style-type: none"> ○ What is communication? ○ The communication circle ○ Types of communication in training ○ Effective verbal communication in training ○ Effective non-verbal communication in training ○ Effective presentation techniques and skills
	10:30 – 12:15	Session # (5)	<ul style="list-style-type: none"> ▪ Introduction to Experimental Learning Cycle (ELC) ▪ How to utilize ELC in training ▪ The Training Cycle
	13:15 – 15:00	Session # (6)	<ul style="list-style-type: none"> ▪ Introduction to Training Techniques (1)
Day 3	08:00 – 10:00	Session # (7)	<ul style="list-style-type: none"> ▪ Recap of day 2 ▪ Warming up exercise ▪ Introduction to training techniques (2)
	10:30 – 12:15	Session # (8)	<ul style="list-style-type: none"> ▪ Introduction to training techniques (3)
	13:15 – 15:00	Session # (9)	<ul style="list-style-type: none"> ▪ Introduction to training techniques (4 & 5)
Day 4	08:00 – 10:00	Session # (10)	<ul style="list-style-type: none"> ▪ Recap of day 3 ▪ Warming up exercise ▪ Introduction to training techniques (6)
	10:30 – 12:15	Session # (11)	<ul style="list-style-type: none"> ▪ Introduction to training techniques (7)

	13:15 – 15:00	Session # (12)	<ul style="list-style-type: none"> ▪ Introduction to training techniques (8)
Day 5	08:00 – 10:00	Session # (13)	<ul style="list-style-type: none"> ▪ Recap of day 4 ▪ Warming up exercise ▪ Introduction to training techniques (9)
	10:30 – 12:15	Session # (14)	<ul style="list-style-type: none"> ▪ Training aids
	13:15 – 15:00	Session # (15)	<ul style="list-style-type: none"> ▪ Session planning ▪ Introduction to practical application (simulation) exercise
Day 6	08:00 – 10:00	Session # (16)	<ul style="list-style-type: none"> ▪ Recap of day 5 ▪ Warming up exercise ▪ Quick review of training techniques and training aids ▪ PAE groups formation and assigning groups training techniques
	10:30 – 12:15	Session # (17)	<ul style="list-style-type: none"> ▪ Groups' preparation for PAE
	13:15 – 15:00	Session # (18)	
Day 7	08:00 – 10:00	Session # (19)	<ul style="list-style-type: none"> ▪ Recap of day 6 ▪ Warming up exercise ▪ Group 1 Presentation, analysis, and evaluation
	10:30 – 12:00	Session # (20)	<ul style="list-style-type: none"> ▪ Group 2 Presentation, analysis, and evaluation
	12:30 – 15:00	Session # (21)	<ul style="list-style-type: none"> ▪ Group 3 Presentation, analysis, and evaluation
Day 8	08:00 – 10:00	Session # (22)	<ul style="list-style-type: none"> ▪ Recap of day 7 ▪ Warming up exercise ▪ Group 4 Presentation, analysis, and evaluation
	10:30 – 12:00	Session # (23)	<ul style="list-style-type: none"> ▪ Group 5 Presentation, analysis, and evaluation
	12:30 – 15:00	Session # (24)	<ul style="list-style-type: none"> ▪ Group 6 Presentation, analysis, and evaluation
Day 9	08:00 – 10:00	Session # (28)	<ul style="list-style-type: none"> ▪ Recap of day 8 ▪ Feedback on groups' presentations ▪ Training environment ▪ Organization of training events ▪ Evaluating training events ▪
	10:30 – 12:00	Session # (29)	<ul style="list-style-type: none"> ▪ Training course panorama ▪ Participants' post test ▪ Training course evaluation
	12:30 – 15:00	Session # (30)	<ul style="list-style-type: none"> ▪ Attendance certificates distribution ▪ Closing

Annex 3: Pre- and post-training test

Participant name (optional):

Please answer the following questions as per given instructions

1) What is training sufficiency? What are training sufficiency elements?	
2) What are human learning styles?	
3) What is facilitation? Name three of facilitation techniques	
4) Name the different types of training aids	
5) Put a tick (ü) or (x) in front of each of the following statements as appropriate:	
Children learning does not differ from that of adults	
Role-playing is a training aid	
Nonverbal communication is more influential than verbal communication	
The experimental learning circle includes five phases	
The session plan only defines time and topics to be covered during the secession	
Discussion requires skills more than a lecture	
Operational training achieves perfection level of performance	
Seating arrangements are defined by the training method used	

Annex 3: Training course evaluation questionnaire

Participant name (optional)Date:

Course title:.....Place:

Facilitators: 1/. 2/.3/.....

Below is a series of questions relating to the training course, please answer all questions either in writing or by drawing a circle around the number you chose from (1) to (5) provided that these numbers will be read as: 5 excellent, 4 very good, 3 good, 2 average, 1 bad.

1. Training course objectives:

a) in terms of clearness	5	4	3	2	1
b) objectives suitability to my needs/abilities	5	4	3	2	1
c) objectives relevance to course contents	5	4	3	2	1

2. Training approach

a) suitability to participants	5	4	3	2	1
b) effectiveness	5	4	3	2	1
c) encouragement/motivation in my learning	5	4	3	2	1
d) group atmosphere/spirit in my learning	5	4	3	2	1
e) my contribution by sharing my experiences	5	4	3	2	1
f) comprehensive reply to my questions	5	4	3	2	1

3. Technical arrangements:

a) course preparations	5	4	3	2	1
b) handouts support /effect in my learning	5	4	3	2	1
c) time allocation/suitability to contents	5	4	3	2	1

4. Logistical/administrative arrangements:

a) program preparation/setup	5	4	3	2	1
b) services (quantity and quality)	5	4	3	2	1
c) response to urgent/personal needs	5	4	3	2	1

5. Benefits I gained from the training course:

a) knowledge	5	4	3	2	1
b) skills	5	4	3	2	1
c) changes in professional attitudes/behavior	5	4	3	2	1

6. Strengths of the training course:

.....

7. Weaknesses of the training course:

.....

8. Training topics that are likely for you to apply in your work context.

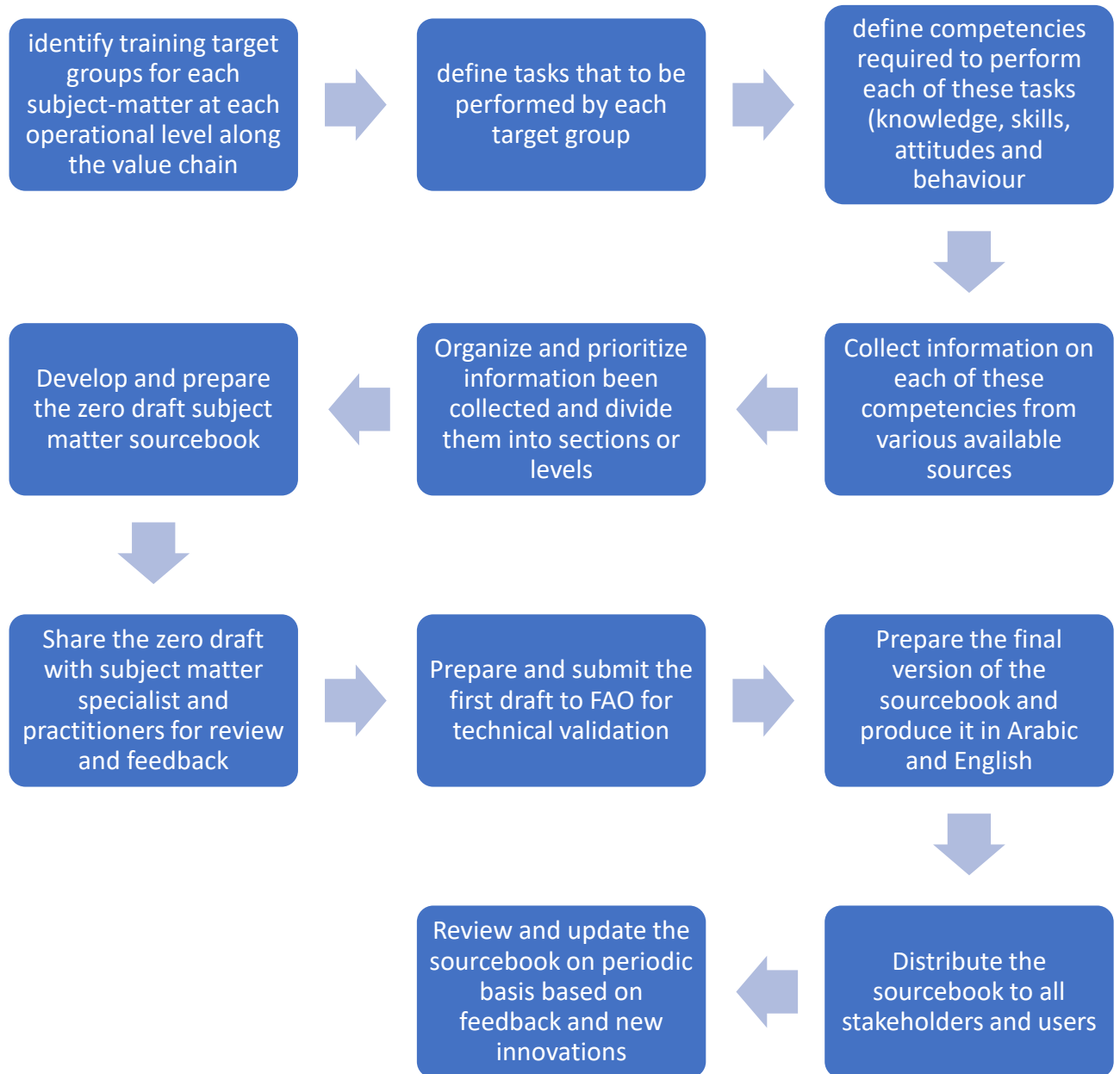
.....

9. Suggest for improvement and future training courses:

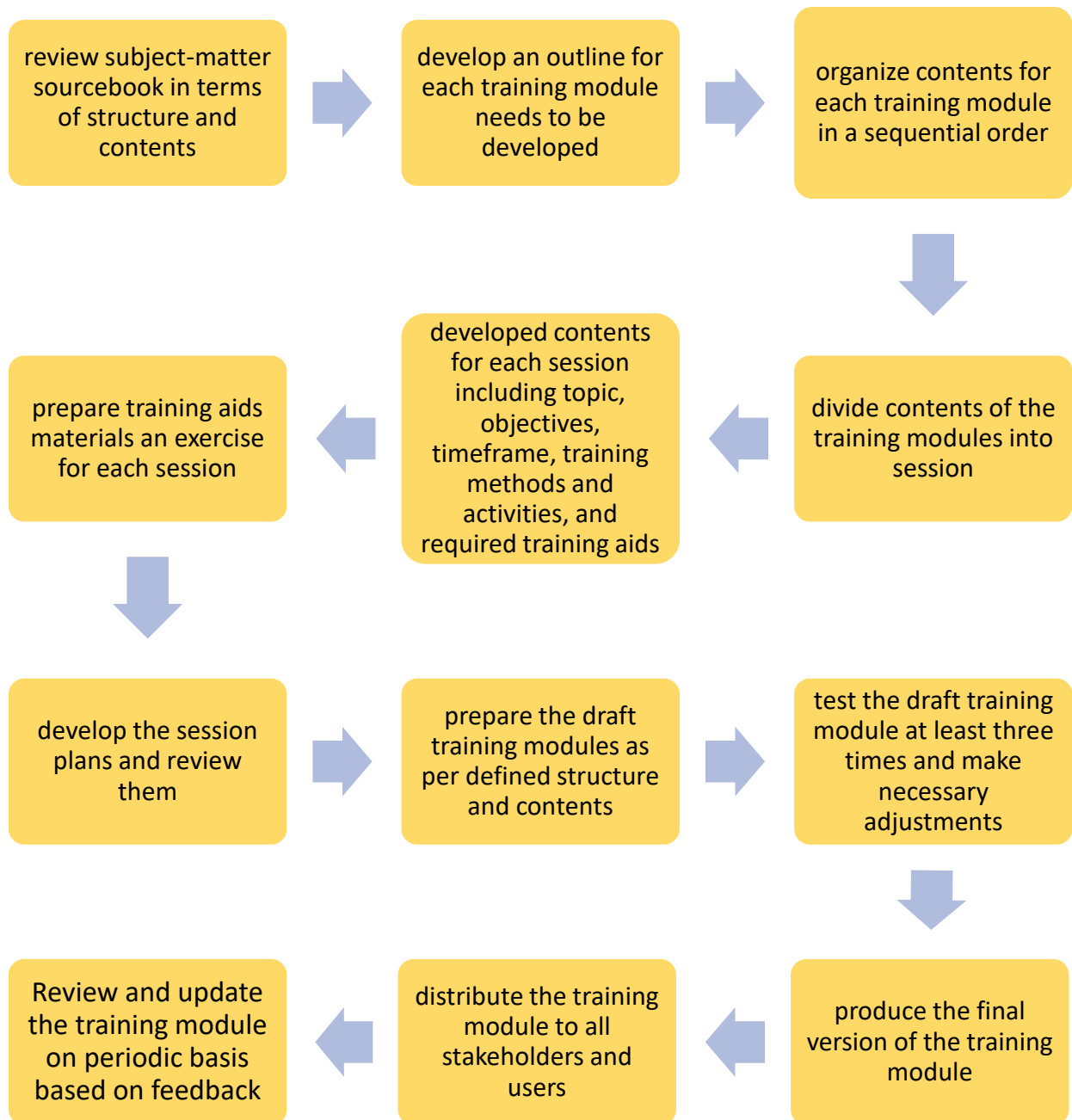
.....

Annex 4: Training support materials development flowchart

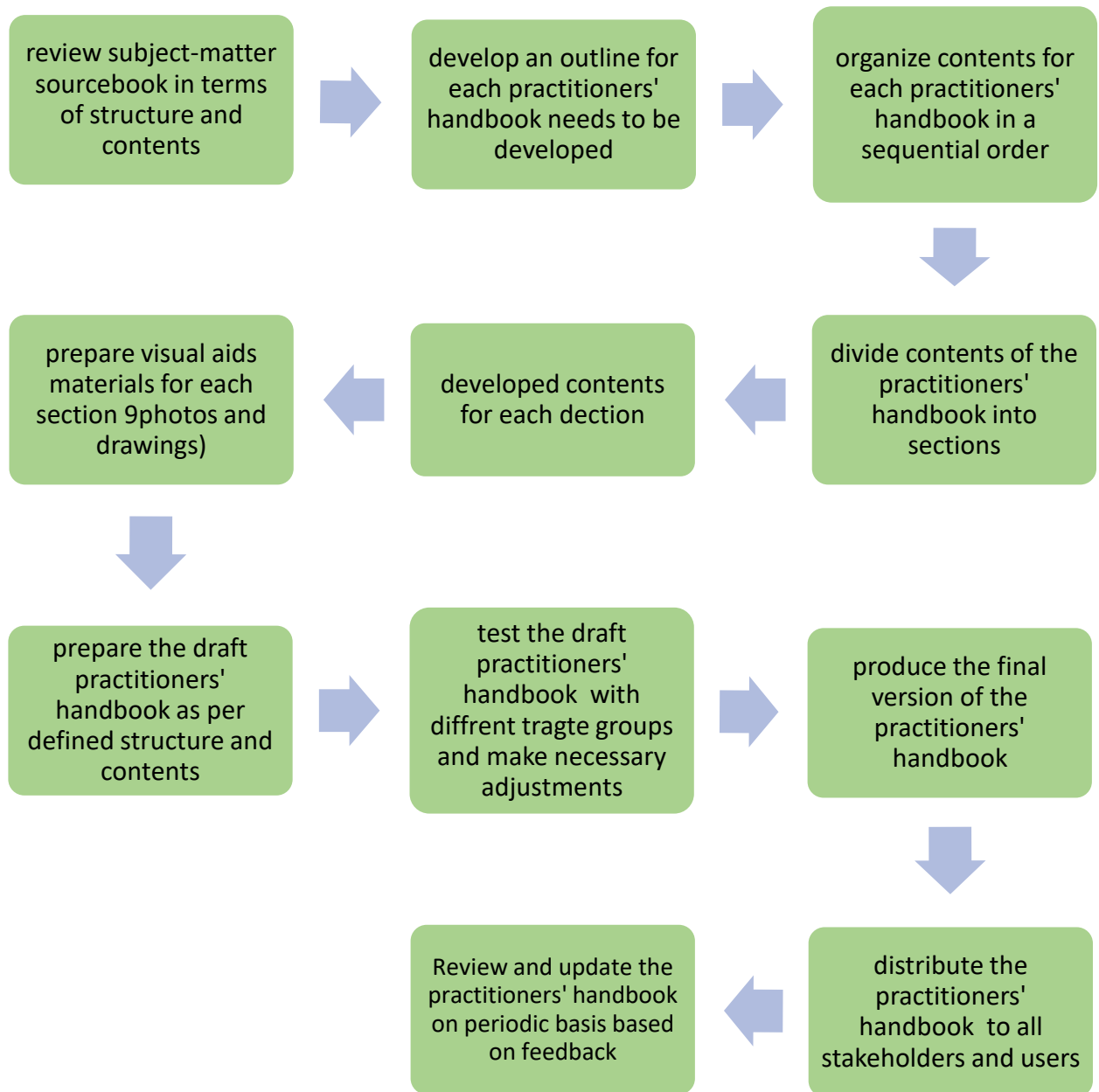
5.1 Subject matter sourcebook development flowchart



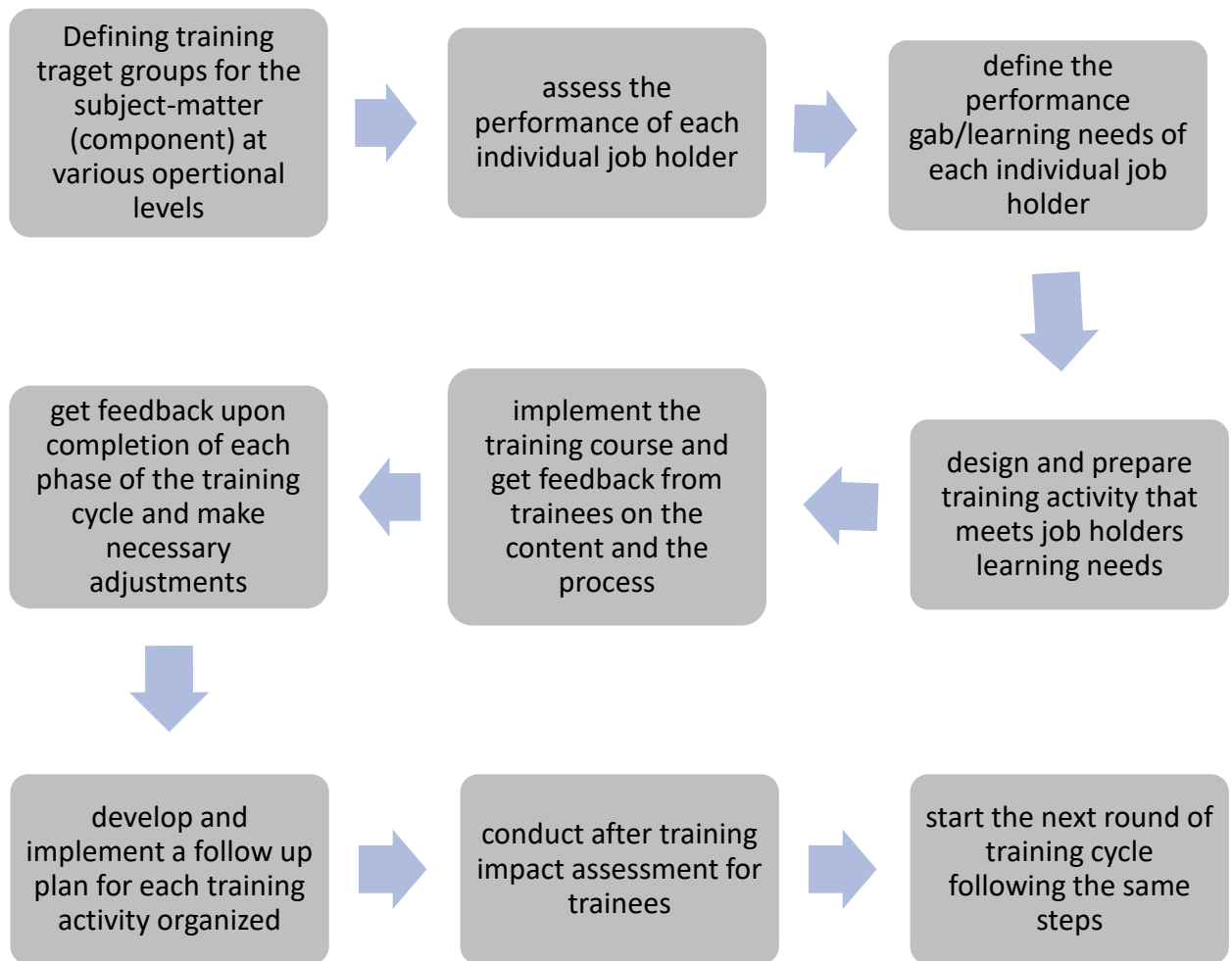
5.2 Training modules development flowchart



5.3 Practitioners' handbook development flowchart



Annex 5: Competency/performance-based training cycle flowchart



Annex 6: Tools for competency/performance-based training needs assessment

7.1 Job analysis form

Job Title:

Tasks to be performed by the job holder /practitioner of the profession/occupation	How frequently?	Relative importance	Learning difficulty	Total scores

7.2 Job analysis procedures

#	Activities and steps	Remarks
1	List tasks that are supposed to be performed by the job holder	
2	Define how frequently these tasks are to be performed	1 = permanently and continuously 2 = systematically 3 = occasionally 4 = rarely
3	Define the relative importance of each task	1 = very important 2 = moderate importance 3 = low importance
4	Assess difficulty to learn each task	1 = extremely difficult 2 = very difficult 3 = moderate difficult 4 = easy
5	Calculate total score for each task	Tasks that have minimum scores are to be given priority in the training program
6	Review the tasks list to define tasks that are to be focused on	Reduce the list to the most important tasks only
7	If possible, discuss the results of this analysis with the appropriate persons in the organization/subject matter	Better consult and share the results with other people who practiced this job before and other concerned people in the organization

7.3 Performance gap analysis form

Job title:

Task to be performed:

Sub-Tasks	Required level of performance	Current level of performance	Performance gap	Training gap

7.4 Performance gap analysis procedures

#	Activities and steps	Remarks
1	List the tasks and contents that will be included in the training	Tasks are to be taken from the task identified in the job analysis form
2	Define level of performance desired/required for each task	Put into consideration other requirements and circumstance in which the task will be performed
3	Define the current level of the job holder's knowledge, skills, and attitude for each task to be performed	What is the current level of the job holder's performance?
4	Define the gap	If there is a difference between what the Job holder do's and what is supposed to be done = there is a performance gap
5	Define whether this gap is a training gap or not	Not necessary all defined gaps are training gaps

Annex 7: International consultant tasks

Throughout the training course, the facilitator performed the following tasks and duties:

- ☞ Developing training content and materials.
- ☞ Preparing for training activities.
- ☞ Giving brief presentations and introductions.
- ☞ Explaining group work tasks and outputs.
- ☞ Demonstrating training, communication, and facilitation skills to participants.
- ☞ providing support to groups to accomplish their tasks.
- ☞ Organizing group presentations and discussions.
- ☞ Posing questions, brainstorming, summarizing, explaining and commenting on participants' answers and presentations.
- ☞ Making necessary additions, clarifications and responding to questions and explanations.
- ☞ Supervising and providing technical assistance to participants during the preparation for and implementation of the practical application (simulation) exercise.
- ☞ Undertaking other required functions as appropriate.



FAO Saudi Arabia Technical Cooperation Programme
Strengthening MEWA's capacity to implement its
Sustainable Rural Agricultural Development Programme (2019-2025)
(UTF/SAU/051/SAU)

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Food and Agriculture Organization of the United Nations
Riyadh, Saudi Arabia