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# **R**egional Technical Advisory Team

# **T** **CARE** **T**

*Final Report*

**REGIONAL WORKSHOP  
FOR TRAINERS**

**FINAL REPORT**

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## I. EXECUTIVE SUMMARY

CARE in Latin American and the Caribbean held a workshop in San Jose, Costa Rica, from February 14 to the 18, 1994, for training coordinators of its missions in the region, with the participation of 20 trainers coming from CARE offices in eight countries. The activity was designed and facilitated by the RTA/Training in the Region, Julio D. Ramirez, and by Valerie Uccellani of the Academy of Educational Development (AED), of Washington D.C. Also Griffen Jack, Deputy Director of CARE's Training Unit attended the entire workshop, collaborating with the facilitation team. This training activity was funded by the participating missions, by the SIP grant of USAID and by the Office of Nutrition of the same agency through the Nutrition Communication Project of AED.

A joint sense of progress and optimism prevailed throughout the course of this full, five-day workshop. For the first time in the history of CARE, key trainers from throughout the LAC region defined common problems, posed possible solutions, and, above all, took concrete steps toward improving the quality of training.

Participants agreed from the start that, although the role and magnitude of training vary from project to project, it is in all cases an indispensable tool for meeting project objectives. They approached the workshop with two goals in mind: 1) to improve their own ability to implement quality training; and, 2) to foster the support and resources needed for that improvement. Through many hours of small group discussion and facilitator-directed practice sessions, both workshop goals were achieved.

Participants developed skills in such key training areas as the use of participatory activities and visual materials, the design and implementation of impact evaluation, the effective preparation of field trainers, and the design of systems to give field trainers ongoing support as they, in turn, train community members.

Through their own initiative, participants took advantage of the gathering to draft a regional training strategy. The document outlines specific ideas on how training could be more effectively incorporated into CARE projects and used to achieve project objectives. A subcommittee comprised of the RTA and trainer representatives from three countries is finalizing the strategy and will distribute it shortly to workshop participants, all mission directors in the region, and appropriate offices of CARE/Atlanta.

The strategy refers to training coordination within the structure of a mission, its budget, training methodology appropriate to development projects, the process of training, support and follow up systems for field trainers, systematization, impact evaluation, exchanges of experiences and resources, and planning of training.

This draft strategy is not intended to be a prescription for change. Rather, it is meant to spark a dialogue and, eventually, to give birth to concrete suggestions for each CARE mission on how they can make the most of training to reach project objectives.

This workshop was evaluated at two levels: 1) Participants' reaction to the content and approach; and 2) Participants' application of the workshop content to their actual work at the mission level.

Three evaluation methods were used to keep a pulse on participants' reactions during the workshop: a feedback box, mind maps (technique to express, symbolically and in a free way, reactions to each session), and individual, informal interviews. At the end, specific written feedback was asked. What follows is a summary of the participants main opinions.

For participants the opportunity to meet each other, discover common challenges and establishing contact that they could draw on in the future was extremely important. This unprecedented opportunity was cited more than any other area of interest (16/20). The two skill areas of greatest interest to participants were training evaluation (13) and supervision/follow up for field staff (9). Also participants found very interesting to learn new training techniques, those that they experienced during the workshop (8), and the ones they designed in the "Use of Techniques and Materials" session (7).

Individual and group action plans were used as a basis for evaluating to what extent participants apply what they learned on-the-job. In the plans, participants make commitments to themselves and indicate when they will show evidence of their efforts to colleagues and/or to the RTA.

The workshop evaluation showed a strong personal commitment among participants to test and apply new approaches. It also indicated that, in most cases, participants feel that they need additional support from colleagues and the organization overall to effectively incorporate new approaches. Specific needs expressed by participants include: New and more formal channels of exchange and communication, support and feedback on the efforts to evaluate training and to put in place systems of support and follow up for field trainers, ideas for participatory activities that stimulate learning, and guidance and support from the region on how to raise awareness about the potential of training among country and project directors.

Many participants felt that finalization of the regional strategy, drafted during the workshop, will be a critical step toward a more consistent integration of training.

Finally the group agreed that they need to take the initiative to keep in contact with each other over the next year. The workshop showed them how much more effective they can be in their work if they share ideas and learn from the efforts of colleagues in other countries. With this in mind, they will seek more streamline channels of communication across countries, and will work toward a reunion one year from now to assess progress, present their lessons learned, and further develop their skills in such areas as training evaluation, the use of participatory materials, and the implementation of support systems for field trainers.

#### A NOTE TO THE READER

This report is a brief summary of what proved to be an incredible active and provocative week of work. It does not do justice to the complexity of many issues discussed or to the dedicated spirit of the participants. We invite any one interested to contact us for more detail on: training methods; issues raised and discussed; materials used or created by participants; or, participants' plans of action and hopes for the future.

We would like to extend our warmest thanks to Griffen Jack, Deputy Director of Training, CARE/Atlanta, supporting and challenging us during the course of the workshop. She encouraged creativity on the part of facilitators and participants alike, and made the workshop that much more productive as a result.

Finally, we would like to thank each and every one of the workshop participants for stimulating our own learning and our own belief in the value of training.

The Workshop Facilitators (Julio Ramirez and Valerie Uccellani)

## II. ESTABLISHING WORKSHOP CONTENT AND PROCEDURES

Any production or service business, either for profit or non for profit, needs to use training as a tool for its staff development, to help improve their performance and to deal with new challenges that their jobs, or the entire organization, may present them. CARE recognizes this need and, in fact, many of the trainers who attended this workshop are instrumental in mission-level training aimed to enhance staff satisfaction and performance.

This workshop, however, did not focus on issues related specifically to internal staff training (i.e. management, supervision training). Instead, it focussed on the training these top trainers provide to their counterparts and field personnel.

In CARE, as in all other development organizations, appropriate and stimulating training at the field level is the key to achieving sustained improvement in the lives of project participants. Without training, can we expect to see change in participants' knowledge, attitudes and practices -- the basic elements for overall improvement in their quality of life?. This workshop was built on the solid belief that, if the quality of training at the participant level improves, there will be an improvement at the level of project impact.

For the workshop designers to respond to the participants need was a challenge from the beginning. This was the first opportunity trainers from the region had to learn jointly and develop skills. Also the first opportunity to share common problems and propose ways to deal with them.

The starting point of the workshop design was a survey done among trainers of the region, where they expressed their interest and needs. At several times during the design process trainers were consulted.

During the introductory session the workshop facilitators took a big risk. We presented the program we brought, asked participants to review it. We told them we were open to change any session, and invited them to co-facilitate with us. We also told them that if one or more participants did not consider relevant any session, they could choose not to participate in it, submitting in writing the alternative activity they would do. This activity could be individual or in group.

The facilitators felt that to give this option to the participants was consistent with a participatory approach and base of the principal that training should be relevant for participants. Interestingly, they chose to stay largely with the original design and decided that, to keep group unity, they would all participate in every session. And so, the week began with a deep commitment to working as a unified whole on topics of interest to each member of the group.

### **III. TRAINERS' PROFILE: WHAT VISION DO TRAINING COORDINATORS IN THE REGION HAVE OF THEMSELVES AND THEIR FUNCTION IN THE FUTURE?**

The introductory session of the workshop was one of self-reflection. It not only allowed participants to see what we, as trainers, have in common across countries and across projects, but was a frame of reference to provide meaning to the different workshop topics. As a group, we built a visual profile of ourselves.

To develop this profile groups were formed, each one with the task of answering one question. Three questions corresponded to what the training coordinators are now and three to how they see themselves in the future.

The first group answered the question: What common responsibilities we have?. They identified the following responsibilities: To do diagnostic studies, planning, facilitation of training, production/dissemination of materials, feedback, evaluation, follow up, and systematization.

The second group answered the question: What do we do well?. They considered that, among others, we plan, design, motivate and evaluate well.

The third group answered the question: What do we like best about our job?. They said that they like best: Follow up on meeting objectives, planning training activities, sharing with others, not improvising educational activities, and feedback.

The former three groups focused on the current situation, the following three groups in the future. The fourth group answered the question: What opportunities would we like to have in our job?. They mentioned to sponsor exchanges of experiences inside a mission or at the regional level and to be able to influence the mission structures, among others.

Group five answered the question: What would we like to do better to be more effective in our job?. They said that training should be based on community appraisals, to give feedback, to increase the training impact, to do monitoring efficiently, and to measure impact.

The last group answered the question: How would I like to feel in my job?. They said: effective, free, like a motor, motivated, fulfilled, happy, in tune, challenged, prepared, and convinced.

As it was said before this reflection was the base or starting point for an entire section of the workshop, focused in what we are and do, and in what we can do to improve our work and products. The topics to be presented next gave ample room for this type of reflection having as the most significant product the basis for the development of a training strategy for the region.

#### **IV. FOUR SKILL AREAS ADDRESSED DURING THE WORKSHOP**

##### **1. Workshop Skill Area: Foundations for Adult Learning and the Role of Training in CARE**

Several sessions were devoted to this topic. The sessions had the objective of facilitating a reflection about basic characteristics that educational processes appropriate to

development projects must have, and about the role training has in CARE programming and practice.

The first activity was to identify and define key words that characterize educational activities in the CARE context. The participants produced a glossary of concepts that will serve as a guide for their own work and a reference for non-trainers with whom they work. The RTA was asked to choose and define concepts considered crucial by him and to circulate them among all workshop participants for suggestions and approval.

A "Value Clarification" activity also had the purpose to facilitate reflection. Participants stood along a scale from total agreement to total disagreement reacting to such provocative statements as:

- "When training is just delivering information, participants are left in a passive position, as recipients of information and objects";
- "Not all project activities are educational. There are some that do not have the purpose of participant or staff learning";
- "Participant critical consciousness is not a key condition for project sustainability".

There was much debate and many of us felt that this activity should be replicated at a mission level to advance colleagues understanding about the role of training.

The role of training in CARE programming in the region was discussed through a creative problems solving technique. It started with the problem situation: "There are obstacles limiting the impact of training". First, participants described the situation, and then they expressed what they wished to improve. Based on the wishes they expressed specific ideas and, finally, these ideas were revised, indicating strengths and concerns.

Here is a brief summary of the current situation as seen through the eyes of participants: There are insufficient resources for training, designs are inappropriate affecting quality and impact, and that there is a lack of follow up, feedback, and impact measurement and dissemination. It was also mentioned that there is not enough appropriate training for field workers, that the numbers of training activities done are measured more than their quality, and that field workers supervisors do not provide support for the training they have to do.

The main wishes the participants mentioned were: the creation of training units at the mission level, to have more support from the mission direction, to have exchange of experiences, to integrate gender characteristics, and that the trainers have participation in project design and planning.

The following are some examples of specific ideas given by the groups: to define systems of follow up and feedback of training, to analyze what each country do in training, and that the training units prepare annual budgets to be included into the mission budgets. Representatives of each country took some of these specific ideas and revised them in relation to their strengths and concerns they generate.

Valuable outcome of this session was the group decision to elaborate a training strategy for the region. The objectives of this strategy are: to define common guidelines to orient training in each mission, to improve the quality of training, to ensure exchange of experiences relevant for the improvement of the quality of training, and to optimize the use of available resources for training in the region. A committee of four people was formed to write the strategy and to circulate drafts among the participants to obtain suggestions.

## **2. Workshop Skill Area: Systems to Train and Support Field Trainers**

One of the central themes of this workshop was how to improve the quality of the training done at the community level. The topics included in this section looked for specific ways of achieving this, through the training of field trainers, and systems of support of their training activities.

Our objectives were: to list essential components of any training done at the field level to provide ideas on how to do an effective training for each topic, and to define what type of support field staff need, in addition to direct training.

To meet these objectives participants named strengths and weaknesses of trainers when doing training. Some of the strengths mentioned were: trust of community members, speaking the same language (native languages) as community members, creativity to adapt themselves to the communities, and trainers staying in the communities. Among the weaknesses they mentioned: the lack of use of participatory methodologies, emphasis of quantitative over qualitative goals, and lack of clarity when formulating objectives. For each of the weaknesses participants named possible training topics and or strategies to overcome each of the specific weaknesses.

The next step was to state what kind of support the field trainers need when they do training. They named, among others, the following: to set a system of support, follow up and feedback, to share experiences, to have appropriate material available, and to have participation in project design and planning.

In addition to the ideas given by the participants, a system of support to training was presented. This system was to be implemented by the field trainers immediate supervisors. The system was analyzed and the participants gave suggestions, listing possible obstacles for its implementation. It was suggested that the system be flexible and introduced not all at once. As possible obstacles, participants mentioned that could be difficult for the immediate supervisors to visit his/her staff, and that the training coordinator does not supervise people he has to work with.

Participants representing each country prepared designs of possible support systems for their field trainers. A sample of these systems is included in Appendix IV.

### **3. Workshop Skill Area: Use of Participatory Activities and Visual Materials**

Throughout the workshop, different types of participatory activities were implemented that, in addition to help meet the respective sessions objectives, gave the participants ideas for the training designs they have to do as part of their work. The package given to the participants at the end of the workshop contains a list of techniques used during the event. This list is also included in the appendices of this report.

In addition to this and responding to the needs expressed by trainers in the region, one of the session was focused in the use of participatory activities and visual materials. Its objective was to practice the use of these activities and materials.

To meet this objective participants received several description of training activities. Based on objectives already prepared, they designed training activities and implemented them in front of the group. Many participants showed their skill as creative facilitators of adult learning. Through this session, and the entire workshop, participants came to see how much they could learn from colleagues of other projects and other countries.

#### **4. Workshop Skill Area: Evaluating Training Activities**

Measuring the impact of training was perhaps the most challenging of all the workshop topics -- and that in greatest demand among participants across countries. The objective of this day-long session was to analyze a model to evaluate training, to discuss the value and need of doing it, and to become familiar with resources in this field.

A ten page handout presenting components of a training evaluation was prepared by Valerie Uccellani and discussed in detail by the group. Training evaluation was studied in terms of participants reactions, learning, immediate and long range impact. Several aspects were considered: for whom the evaluation is done, with what purpose, what is evaluated, how it is done, and when. They used this framework to design an actual evaluation and discussed how it could be adapted to training they do in missions. Also key evaluation terms were defined.

#### **V. EVALUATION OF THIS WORKSHOP**

This workshop was evaluated at two levels:

- Participants' reaction to the content and approach; and
- Participants' application of the workshop content to their actual work at the mission level.

##### **1. Participants' Reaction to the Content and Approach**

Three methods were used throughout the workshop to keep a pulse on participants' reaction to the content and methodology of each session:

- a. feedback box with prepared cards ("I suggest"; "I liked very much"; "I hope"; I am confused about");
- b. mind maps created by participants' and,
- c. individual, informal interviews.

The mind map technique not only helped facilitators to evaluate the process of the workshop but, perhaps more importantly, it seemed to be extremely valuable for this group of trainers. It helped them to 1) recall information of greatest importance to them' and, 2) better understand the effect of different training approaches.

At the close of the workshop, participants were given a set of four cards, each asking for a specific kind of feedback. All participants completed all four cards. The following summary was developed by sorting the cards, organizing comments into categories, and quantifying comments in each category.

### **Workshop Activities and Information that Most Interested Participants**

Participants were extremely interested in simply getting to know each other -- discovering shared challenges and establishing contacts that they could draw on in the future. This unprecedented opportunity for exchange was cited more than any other area of interest by workshop participants (16/20). Surprisingly, ties were not only established across country lines; many said that the workshop familiarized them with the work of fellow trainers in country and turned them into a team.

The two skill areas of greatest interest to participants were training evaluation (13) and supervision/follow-up for field staff (9). Participants were also extremely interested in learning new participatory activities -- both those they experienced during the workshop (8) and those which they designed using only visuals or available objects (7).

Participants noted several other areas of interest such as analyzing the role of training in CARE projects, drafting a regional training strategy, and learning about CARE/Atlanta's structure and priorities.

### **New Techniques and Information that Participants Plan to Use in Their Work**

The three skill areas which participants thought are most applicable to their work mirror those they found most interesting: a model for evaluating training activities (12); the "mind map" technique (11)' and participatory learning activities (11). Participatory technique that the group cited as most useful were those that encourage personal risk, introspection, and group analysis.

Many participants (7) plan to incorporate creative problem solving into their work. An equal number plan to develop systems of ongoing support for, and structured feedback to, field staff.

In addition to these specific content areas, participants also felt that they would return to their work with a better understanding of training overall and how it can

more effectively complement other components of development projects.

### **Suggestions for Future, Similar Workshops**

The group all agreed" similar opportunities for regional exchange and skill-building among trainers take place once a year if at all possible.

Overall, participants were greatly appreciative of the participatory and varied workshop design. They also valued how open and respectful facilitators were of their own experiences and knowledge.

As effective trainers themselves, participants offered several constructive suggestions for facilitation, which can apply to any training event"

- a. make sure to always bring a session back full circle by summarizing key points and products (6)'
- b. assume the responsibility of making a decision when there is disagreement in the group (6); and,
- c. ensure that small groups fully understand whatever task has been posed to them (5).

Before the workshop, participants were invited to review the design and opted not to eliminate any of the content areas. Nevertheless, by the end of the event they agreed with the facilitators that it had been overly ambitious and that not enough time had been allotted complex topics such as training evaluation and learning methodologies. To take advantage of a regional gathering, they would have liked more time for informal exchange, country presentations, the development of a regional strategy, and recreation/relationship building. Participants appreciated the presence of Griffen Jack, subdirector of Training Unit CARE/Atlanta' some suggested that country and headquarter staff be present at all future gatherings.

Some participants felt that cross-cutting needs such as training evaluation and materials development be explored in free-standing workshops.

### **Additional Training, Support, or Information Needed to Participants to Apply what Was Learned in this Workshop**

Perceived needs fell into the following categories, presented in order of frequency.

- a. New and more formal channels for continued exchange among them. (Examples proposed include" cross visits to offer and receive ideas for more effective training' bibliographic and material exchanges' free access to fax and telephone contact' a list of specialty areas for each participant so that they could draw one each other for technical guidance)
- b. Reenforcement of, and feedback on, their efforts to 1) evaluate training (reaction, knowledge and impact evaluations); and, 2( develop effective systems to support and monitor trainers in the field.
- c. More ideas for participatory activities that stimulate learning and for helping field trainers to see that "capacitación no es una técnica sino un proceso de aprendizaje".
- d. Continued guidance and support from the region on how to raise awareness about the potential of training among country directors and project directors. They agreed that, if training is integrated more thoughtfully into overall project plans, it can much more effectively contribute to the achievement of project goals.

Many participants felt that finalization of the regional strategy, drafted during the workshop, will be a critical step toward more consistent integration of training.

## **2. Participants' Application of the Workshop Content to their Actual Work at the Mission Level**

Individual and group action plans were used as a basis for evaluating to what extent participants' apply what they learned on-the-job. In the plans, participants make commitments to themselves and indicate when they will show evidence of their efforts to colleagues and/or to the RTA.

The topics explored during the workshop allowed participants to reflect and discuss their problems as trainers, looking for ways of overcoming them, and to create a new situation more convenient for training in their missions. The plans that each individual participant and each country group wrote and signed, committing themselves to implement them, reflected these concerns. The following are some examples of activities included in those plans: to present workshop results and conclusions to the mission senior management, to disseminate workshop techniques and concepts, to develop instruments to measure impact, to involve CARE senior management in the

training regional strategy, and to do a study of field staff training needs.

## **APPENDICES**

- Appendix I:**           **Workshop Objectives**
- Appendix II:**       **Participants Package:**  
                          **List of Participants**  
                          **List of Participatory Techniques**
- Appendix III:**      **The Mind Map Technique**  
                          **Description**  
                          **Examples**
- Appendix IV:**      **Workshop Materials and Products**  
                          **Trainers' Support Systems**  
                          **Evaluation of Training Session**
- Appendix V:**       **Evaluation of this Workshop**  
                          **Samples of Country Action Plans**  
                          **Samples of Individuals Action Plans**

**APENDICE I**

**OBJETIVOS DEL TALLER**

## APENDICE I

### OBJETIVO GENERAL DEL TALLER

El objetivo general de este taller es contribuir a mejorar la calidad de la capacitación que se realiza a nivel de los participantes y contrapartes de los proyectos, a través de los siguientes objetivos específicos.

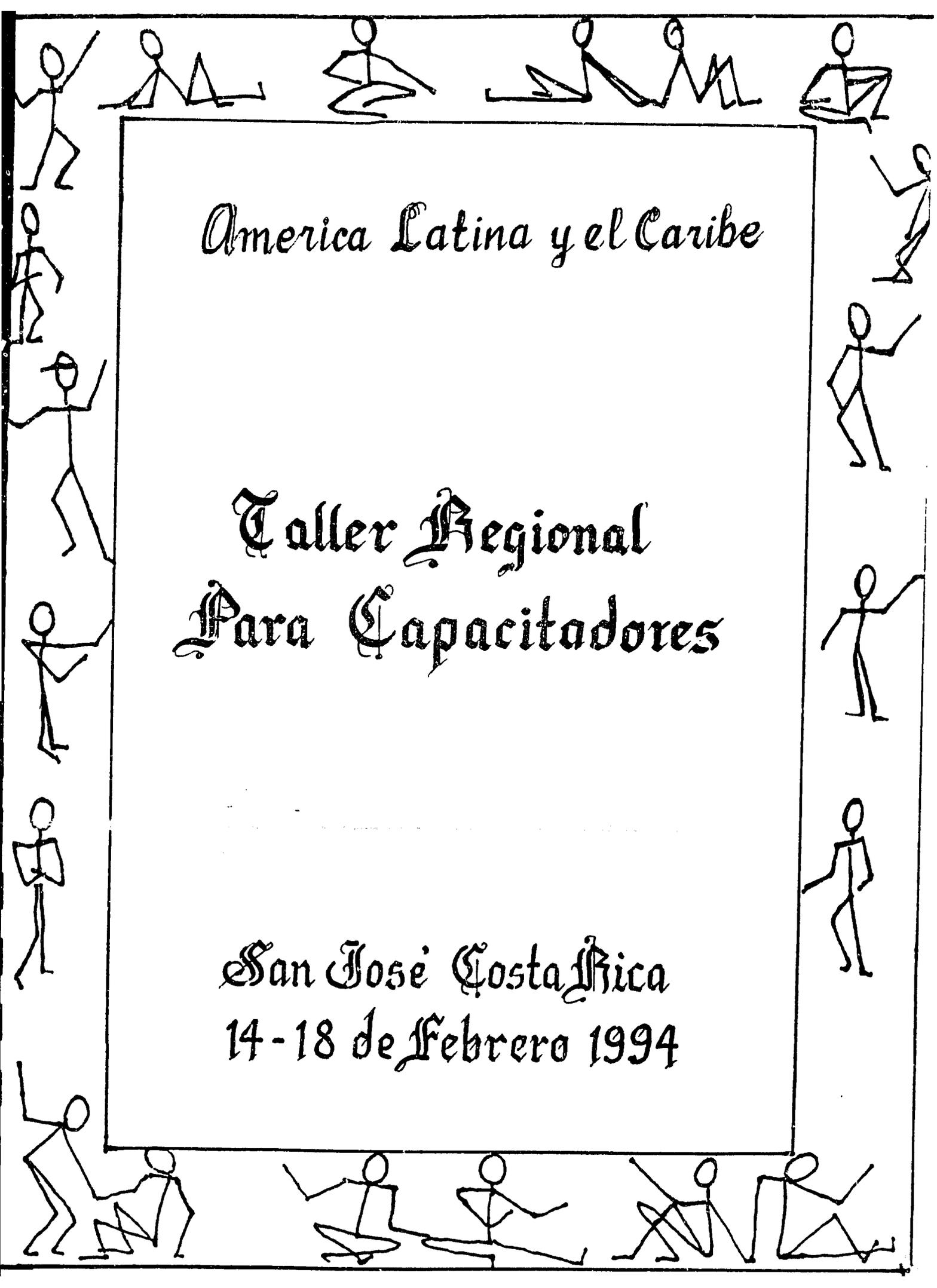
### OBJETIVOS ESPECÍFICOS

1. Diseñar un sistema adecuado a la realidad de su misión para dar apoyo al personal de campo en la capacitación que ellos hacen.
2. Desarrollar conocimientos sobre conceptos y técnicas de capacitación esenciales para el personal de campo.
3. Desarrollar habilidades en el uso creativo de materiales de capacitación.
4. Desarrollar habilidades en torno a evaluación del impacto de la capacitación.
5. Establecer un sistema de intercambio continuo de información e ideas entre los capacitadores de la región.
6. Intercambiar experiencias de los participantes relevantes para el mejoramiento de la capacitación.

## **APENDICE II**

### **PAQUETE DE LOS PARTICIPANTES**

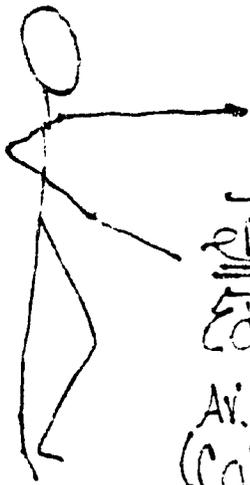
- Lista de Participantes**
- Técnicas y Dinámicas Utilizadas**



*América Latina y el Caribe*

*Taller Regional  
Para Capacitadores*

*San José Costa Rica  
14-18 de Febrero 1994*



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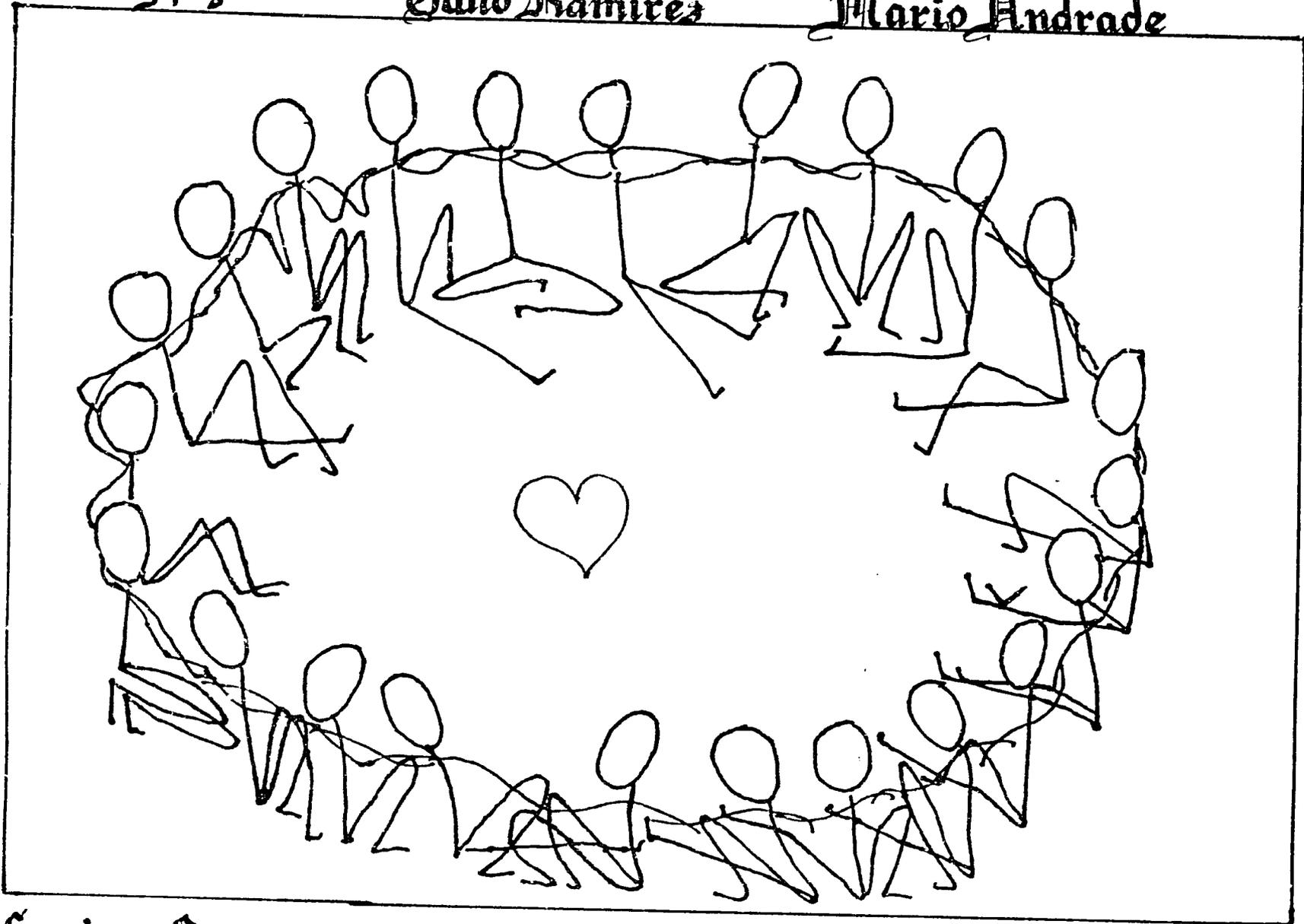
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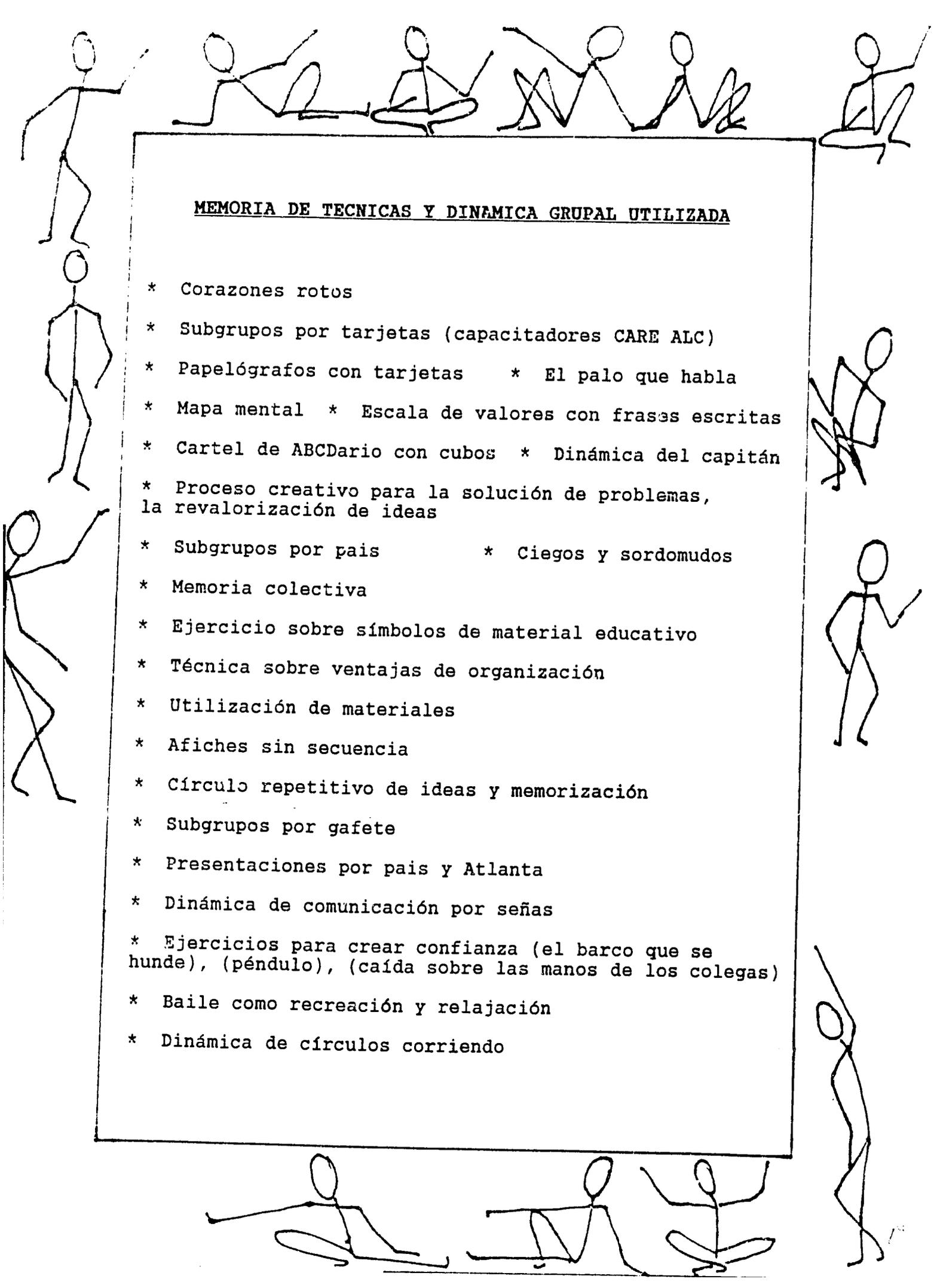
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Aguedo Quintana

# Impacto de Capacitación

Cambio de actitud o de práctica entre los participantes de una capacitación, que se sostiene después del fin de la capacitación. Este cambio tiene el potencial de influir cambios detectables en el calidad de vida. Pero, dada la existencia de otros factores, no se puede atribuir un cambio en el calidad de vida, solo a una capacitación.

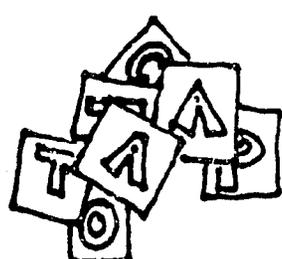
del Grupo

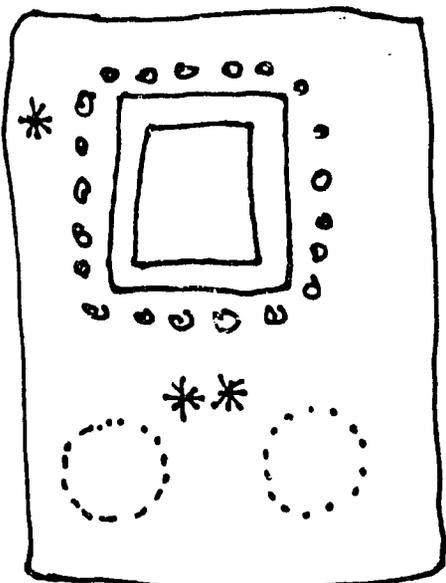
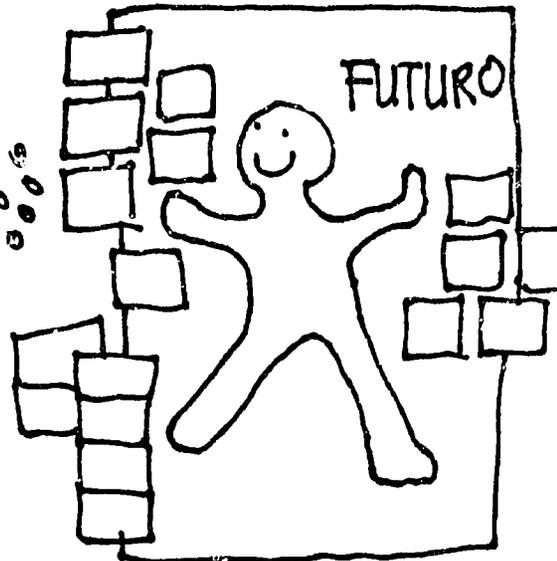


MEMORIA DE TECNICAS Y DINAMICA GRUPAL UTILIZADA

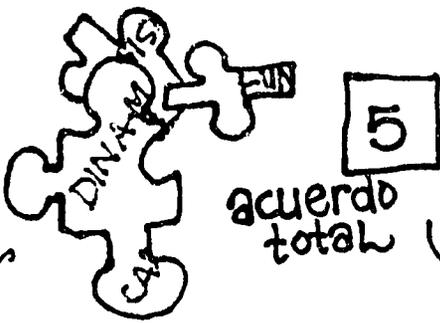
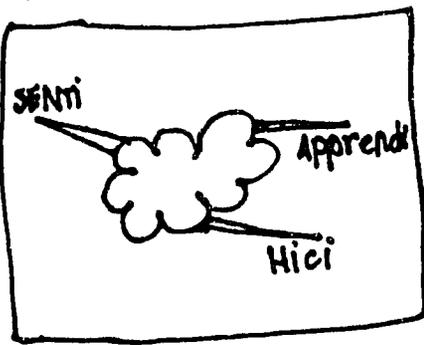
- \* Corazones rotos
- \* Subgrupos por tarjetas (capacitadores CARE ALC)
- \* Papelógrafos con tarjetas      \* El palo que habla
- \* Mapa mental      \* Escala de valores con frases escritas
- \* Cartel de ABCDario con cubos      \* Dinámica del capitán
- \* Proceso creativo para la solución de problemas, la revalorización de ideas
- \* Subgrupos por país      \* Ciegos y sordomudos
- \* Memoria colectiva
- \* Ejercicio sobre símbolos de material educativo
- \* Técnica sobre ventajas de organización
- \* Utilización de materiales
- \* Afiches sin secuencia
- \* Círculo repetitivo de ideas y memorización
- \* Subgrupos por gafete
- \* Presentaciones por país y Atlanta
- \* Dinámica de comunicación por señas
- \* Ejercicios para crear confianza (el barco que se hunde), (péndulo), (caída sobre las manos de los colegas)
- \* Baile como recreación y relajación
- \* Dinámica de círculos corriendo



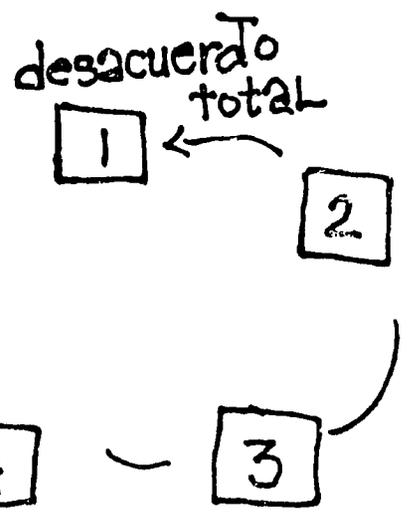

 → **G A P A** = grupo #1  
**G O** = grupo #2  
**T A** = grupo #3  
**G O O N** = grupo #4

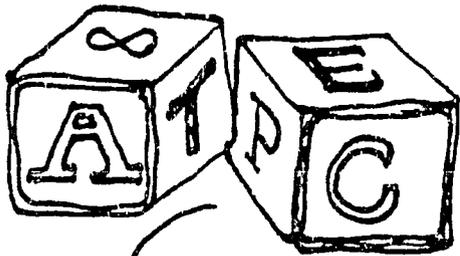


\* Grupo Grande  
 \*\* Grupo Pequeños

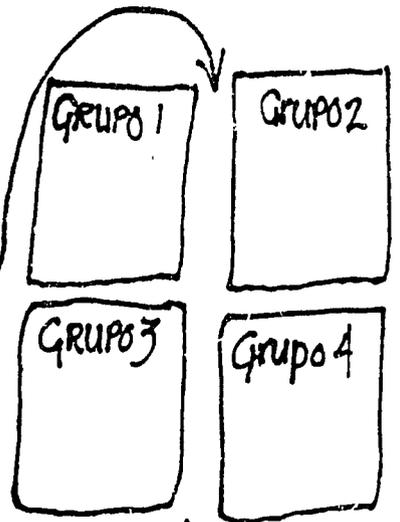


acuerdo total

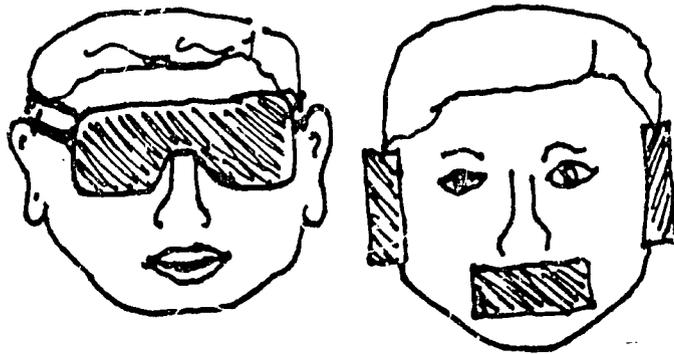
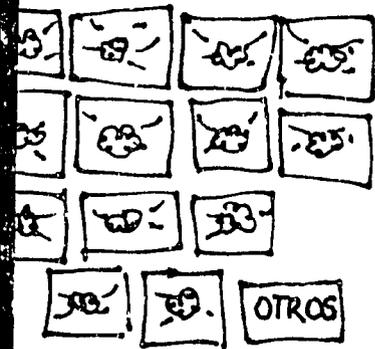




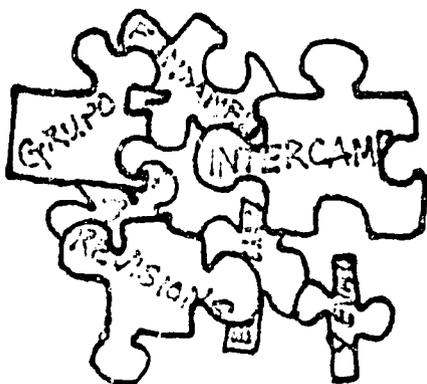
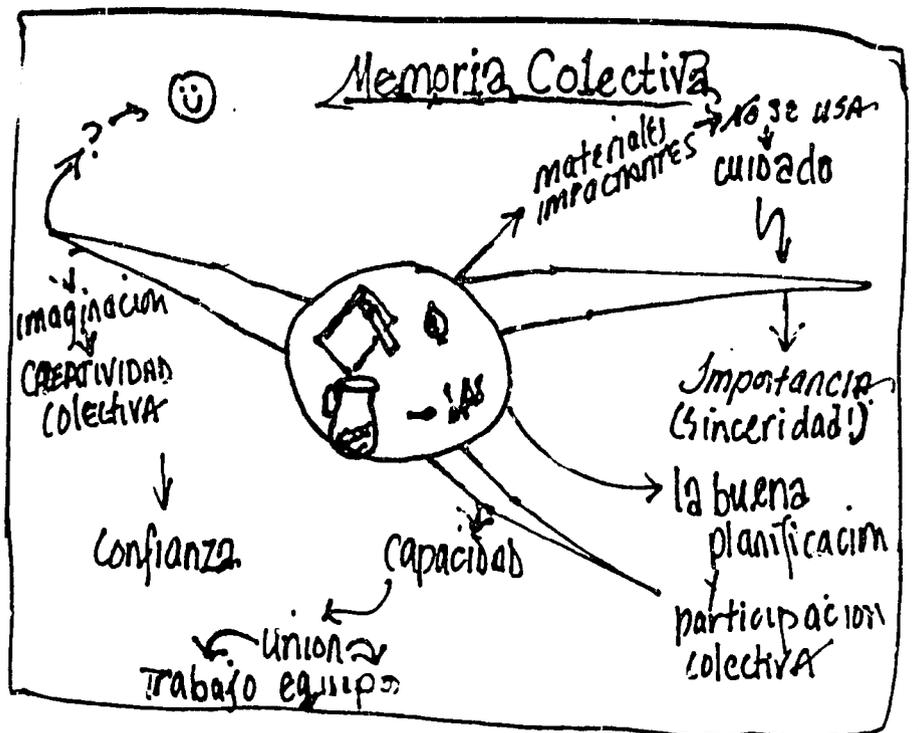
ACUQUHUEBDA  
 OADUHT....



GLOSARIO



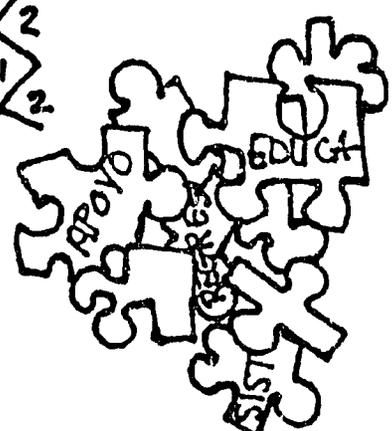
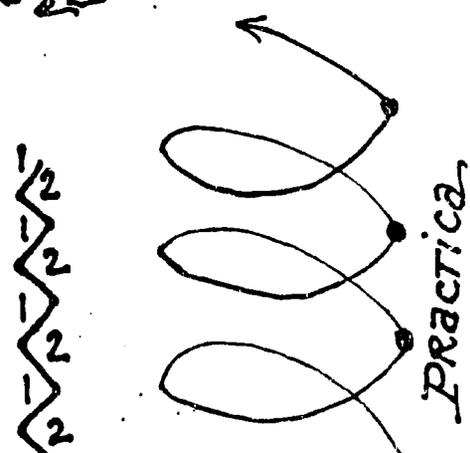
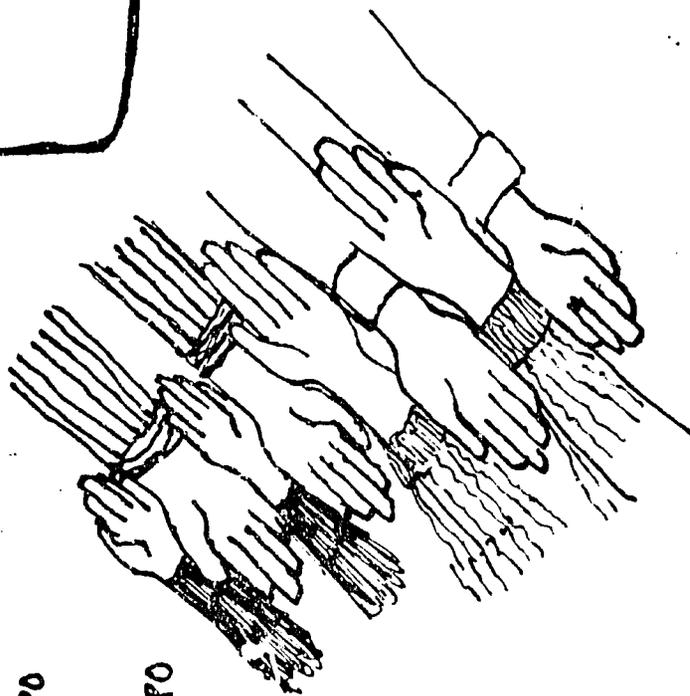
Grupo 1	Grupo 2	Grupo 3	Grupo 4
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17



Session:  
Objetivo:  
Proceso:  
Tiempo:  
 Productos

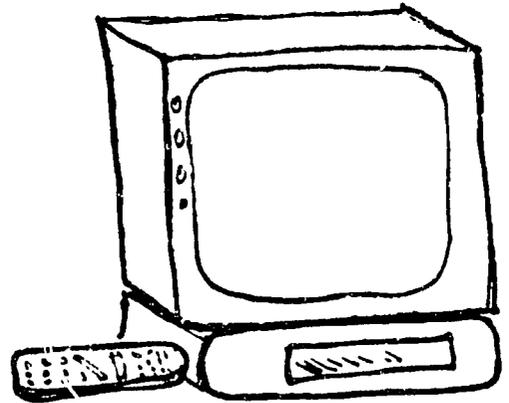


GRUPO 1	GRUPO 2	GRUPO 3	GRUPO 4	GRUPO 5
GUAT 1	GUAT 2	GUAT 3	GUAT 4	GUAT 5
BOLIV. 1	BOLIV. 2	BOLIV. 3	HON 1	HON 2
EQUAD. 1	EQUAD 2	EQUAD 3	R.D. 1	R.D. 2
CR 1	PERU 1	NICA 1	NICA 2	NICA 3



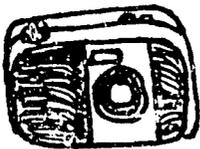


Organiza

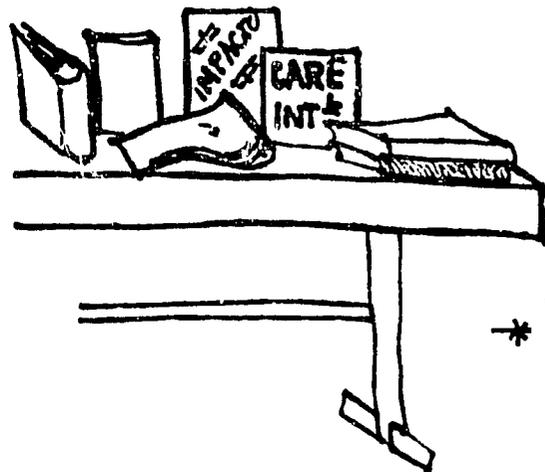


Sus Sugerencias y ideas

PREPARACIÓN



NIVELES	PARA QUIEN?	CON QUE FIN?	Que?	Como?	Cuando?
I. REACCION					
II. APRENDIZAJE					
III. IMPACTO INMEDIATO *	★	★	★	★	★
IV. IMPACTO MEDIATO					



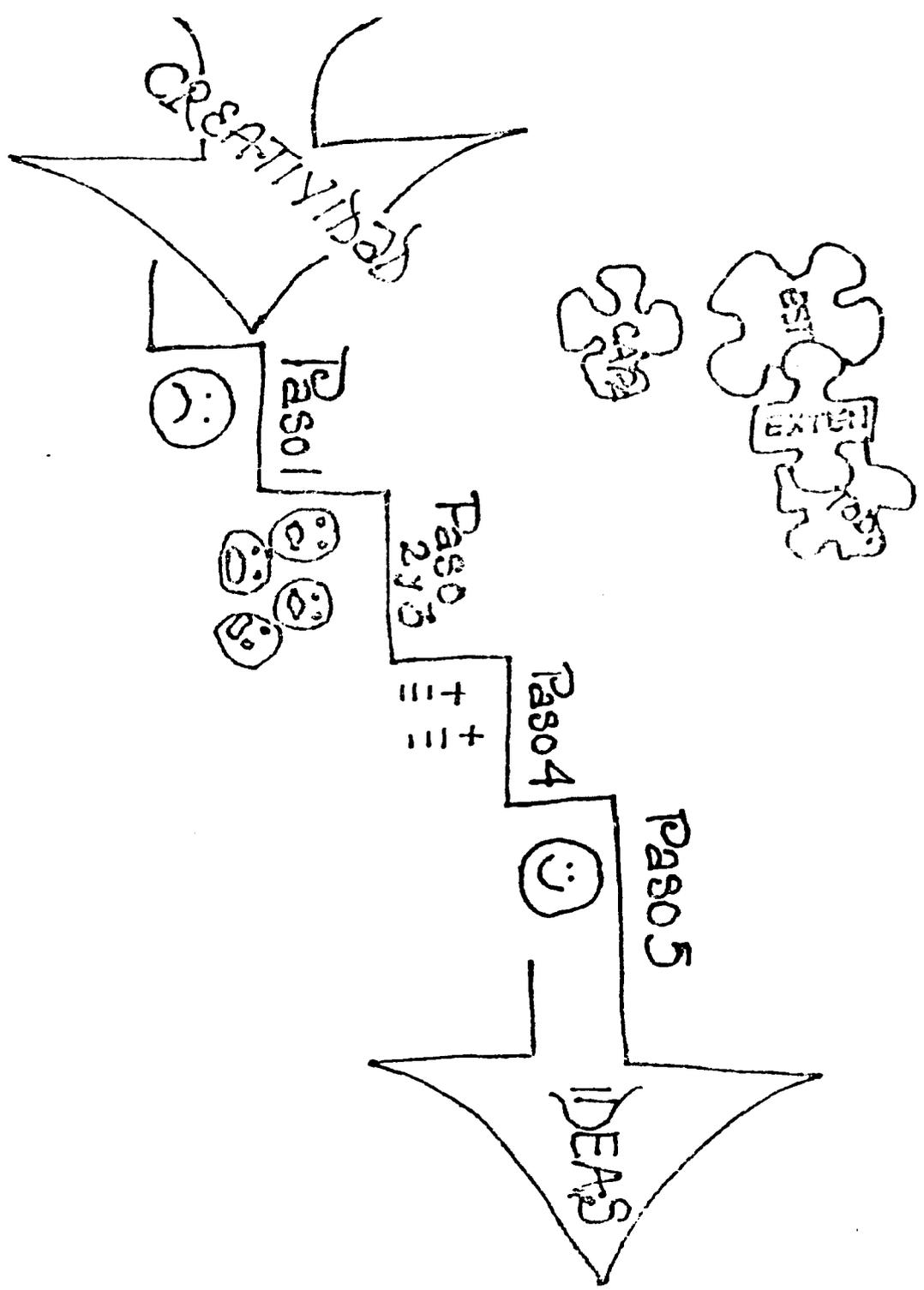
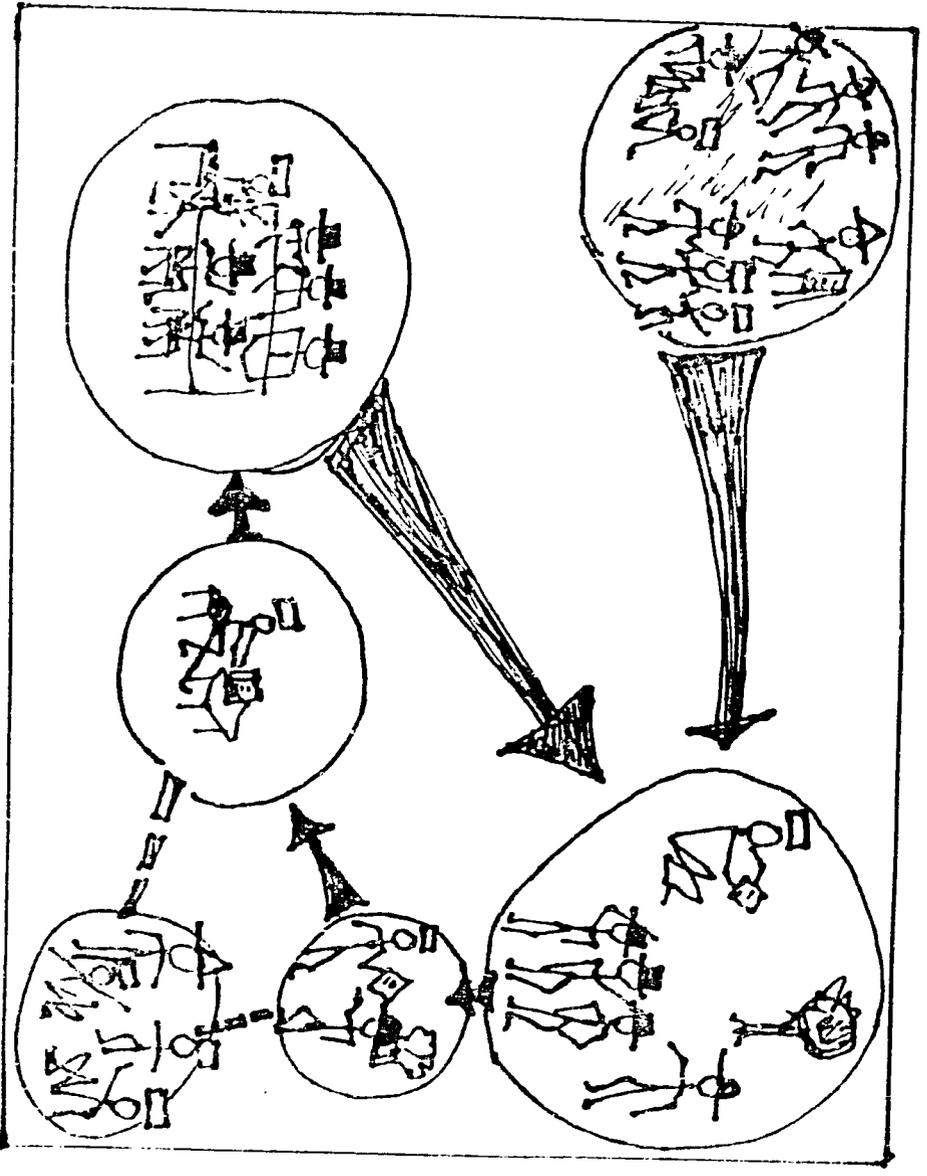
ACCIONES/  
\* ACTITUDES

... Coordinador & Capacitacion

☐ = Jefe

● = EXTENSIONISTA

■ = miembro Comunidad



## **APENDICE III**

### **TECNICA DEL MAPA MENTAL**

**- Descripción**

**- Ejemplos**

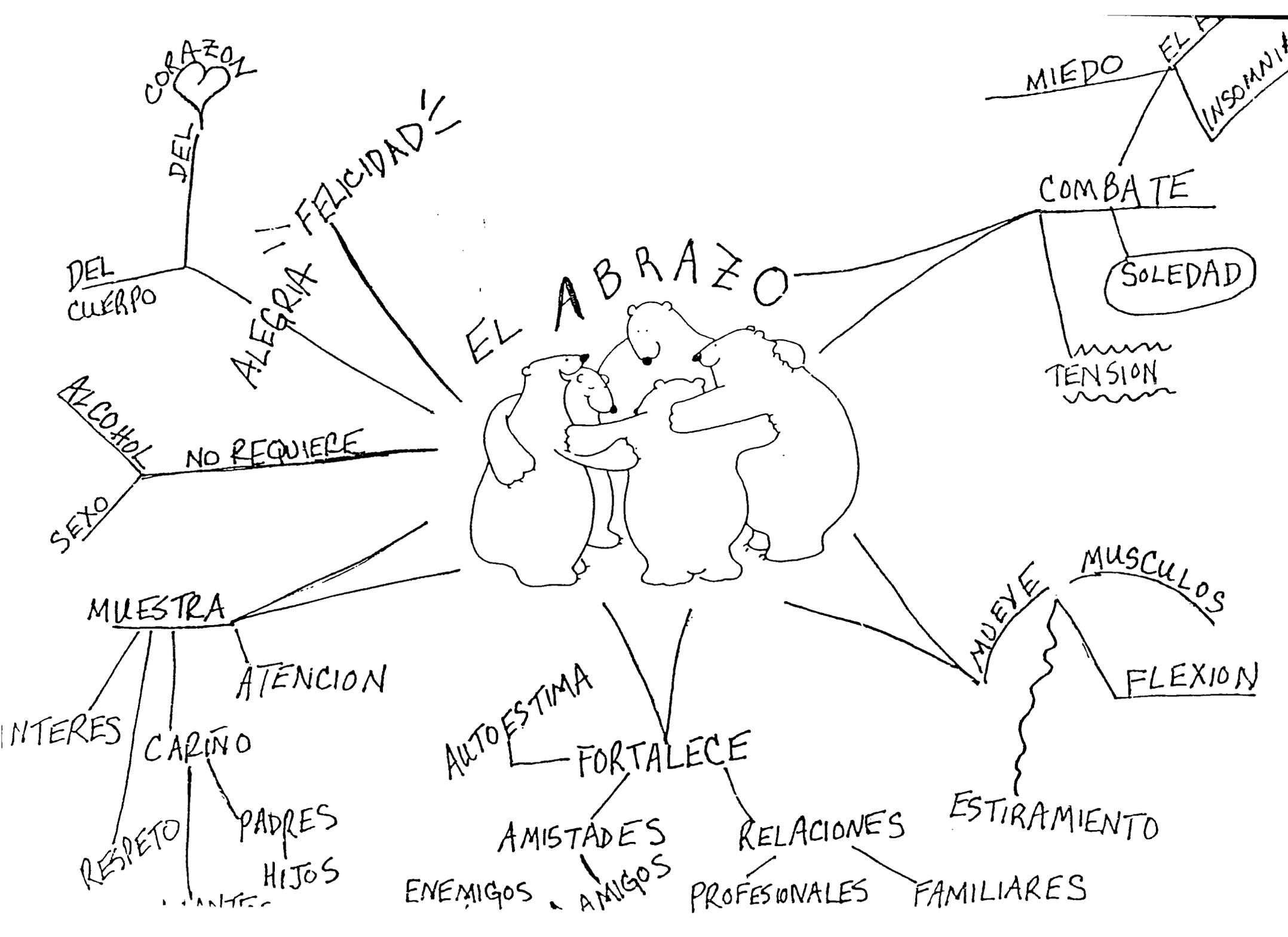
## USOS DE MAPA MENTAL

- ⊙ Tomar notas de lo que ha leído
- ⊙ Recordar lo que ha pasado en una reunión ó presentación
- ⊙ Planificar una reunión ó un taller
- ⊙ Organizar sus pensamientos antes de escribir un informe
- ⊙ .....

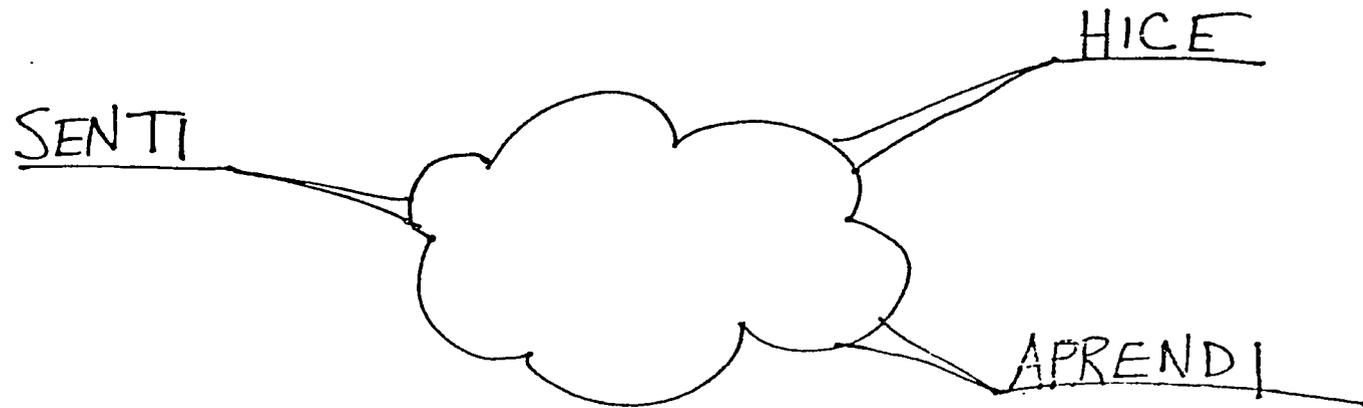


## REGLAS PARA CREAR UN MAPA MENTAL

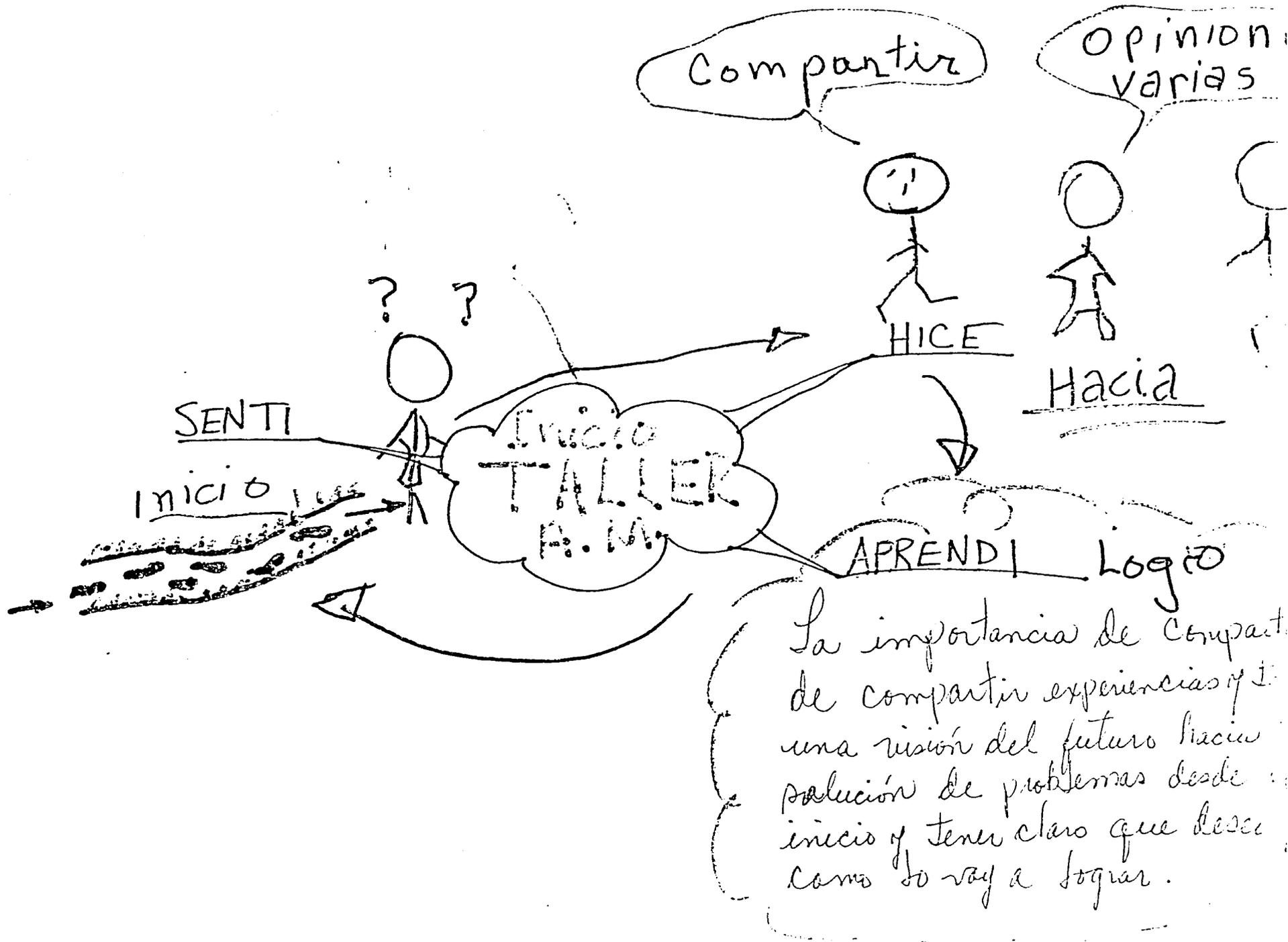
- \* Escriba en LETRAS GRANDES para no poner demasiadas palabras
- \* Ponga su idea ó tópico principal en el centro de la página
- \* Use palabras claves para estimular la memoria
- \* Use colores para énfatizar
- \* Use dibujos y símbolos cuando sea posible
- \* Ponga sus pensamientos en la página como aparezcan en su cabeza.
- \* No le preocupe el orden o limpieza
- \* Hágalo lo más rápido posible



# MAPA MENTAL

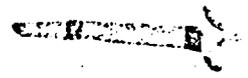


# MATA MENTAL



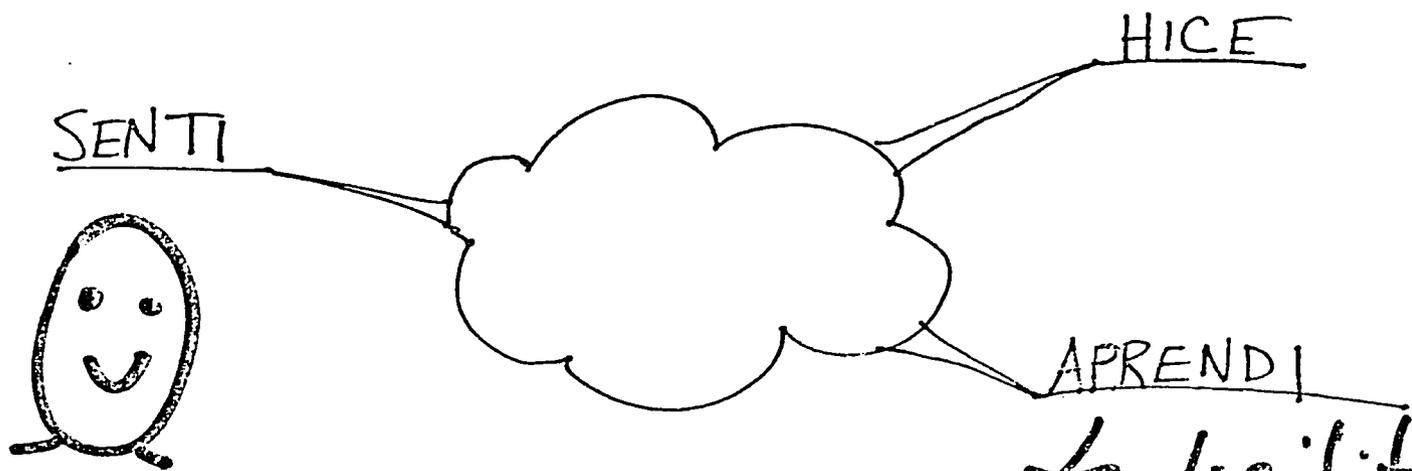
# MAPA MENTAL

14 Feb



18 Feb

Me confronté con mis ideas y compartí para elegir a, comen

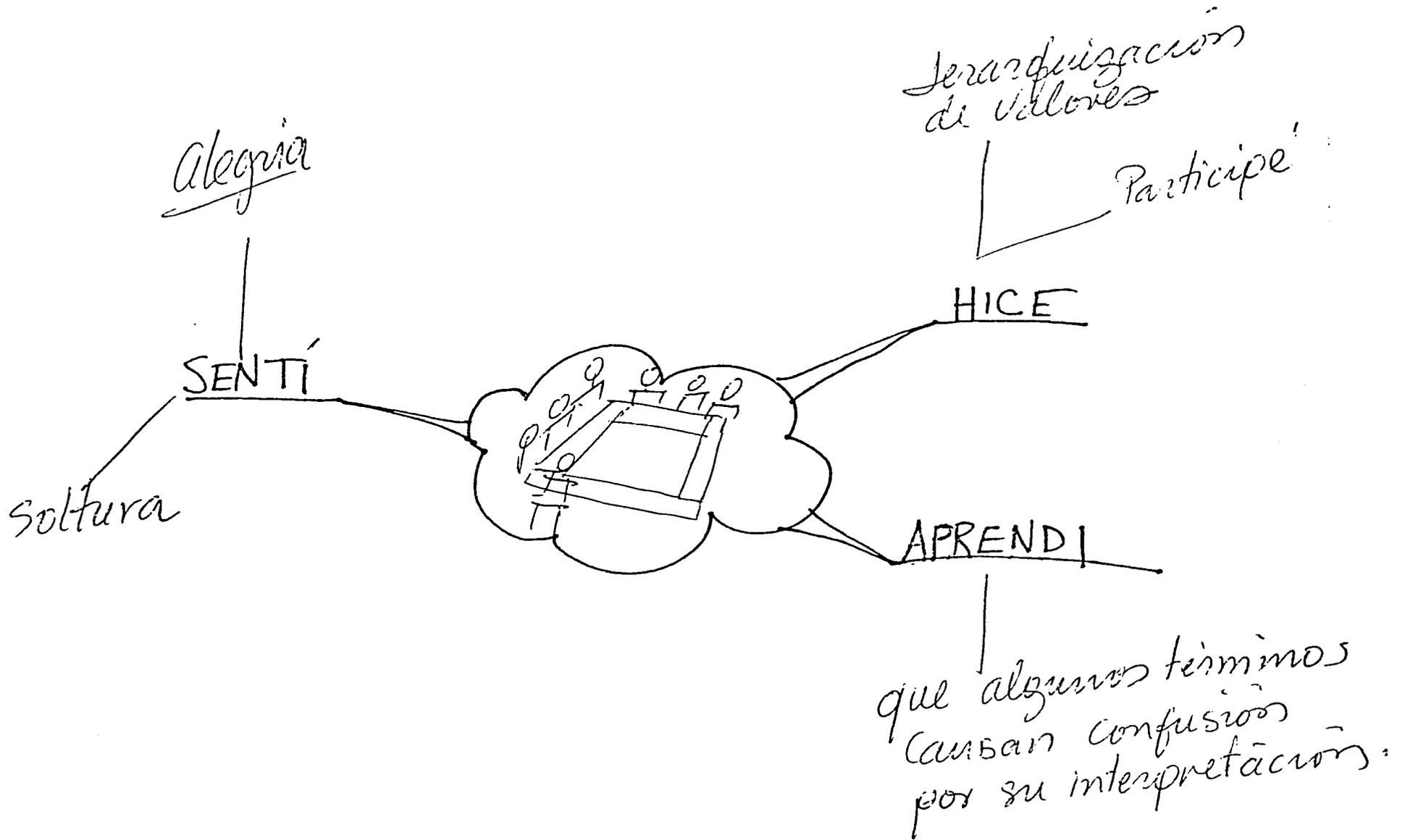


APRENDI

La facilitación requiere  
mucha conciencia  
habilidades, sensibilidad,  
experiencia

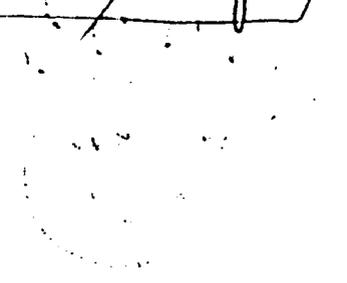
# MAPA MENTAL

Fundamentos y Vocab



# MAPA MENTAL

Fundamentos y Papel



Participé activamente  
con más motivación.

HICE

SENTI

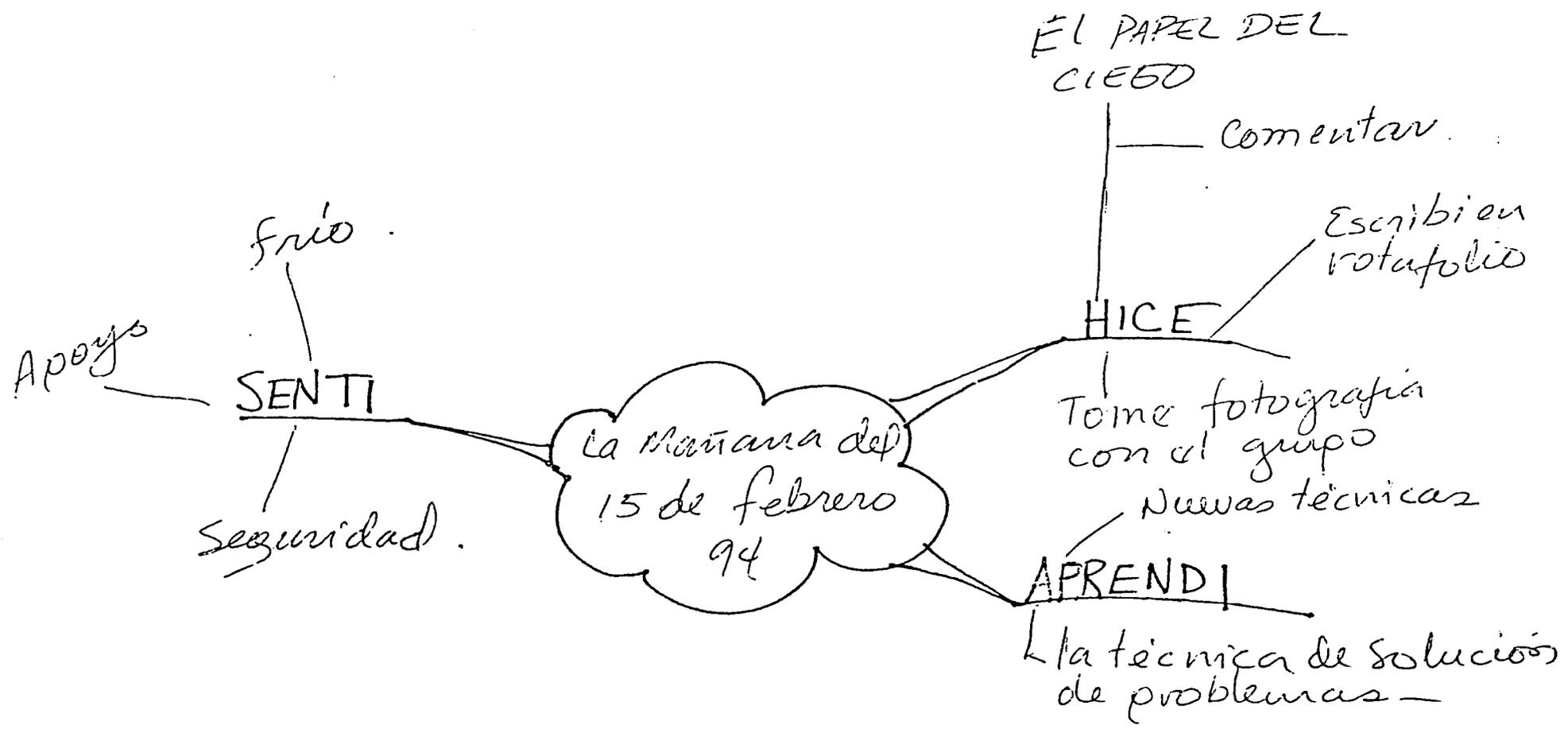
Curiosidad por  
las técnicas a desarro-  
llar durante el día, con  
los temas propuestos.

Papel de  
la Capacitación

APRENDI

Que dependiendo del  
interés que pongamos  
en lo que hacemos será  
mejor lo que hacemos.  
Confirmé la importancia  
de saber transmitir lo que  
deseamos.

# MAPA MENTAL | Fund. y Papel |



# MAPA MENTAL

Proposición



SENTI

Seguridad al poder identificar aspectos importantes del capacitador

Trabajador de Campo

HICE

Memoria Colectiva lo que ayuda a compartir experiencias y refrescar conocimientos.



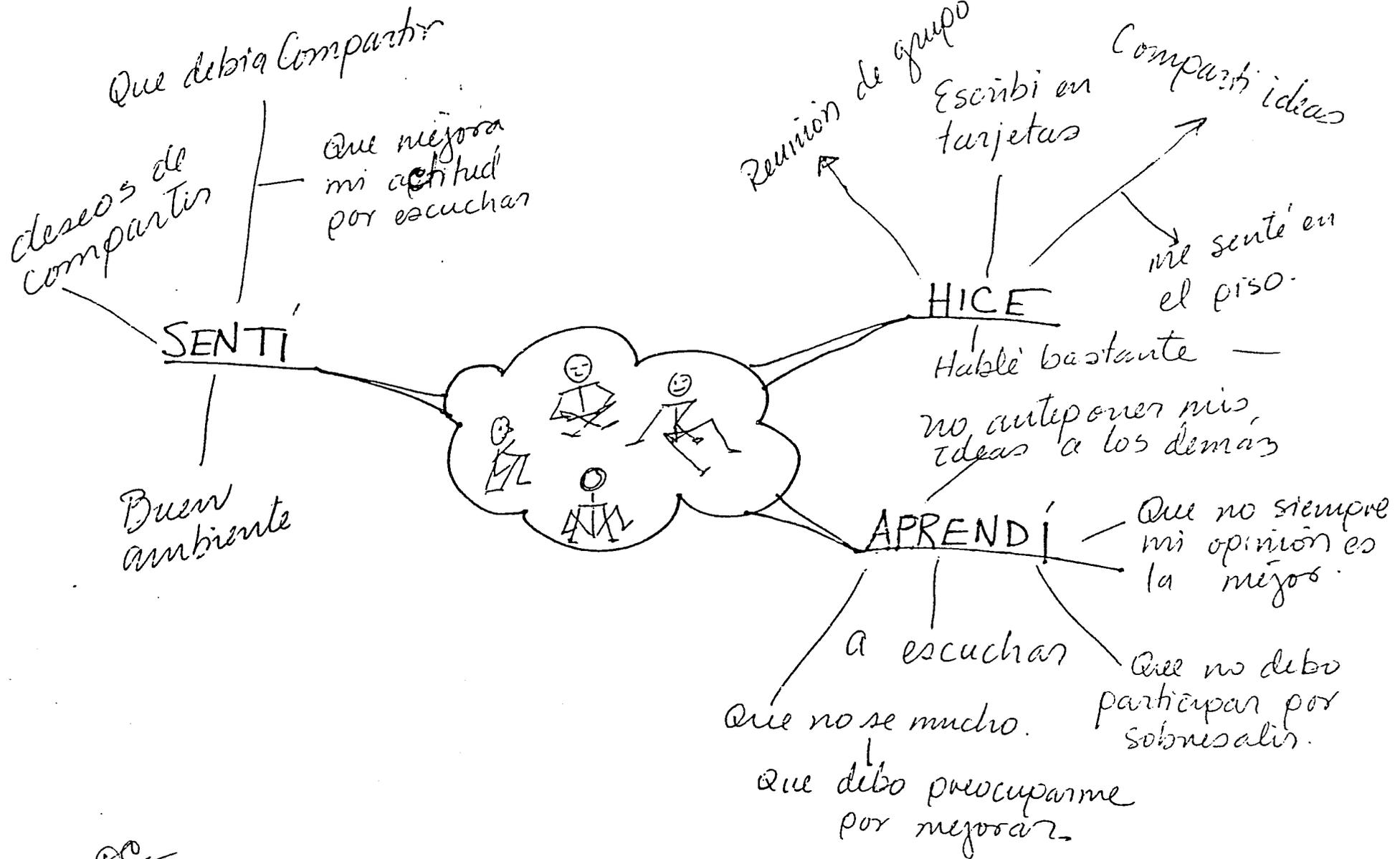
APRENDI

A tener mas Confianza en mí misma para hacer las cosas necesarias dentro de mi área y a conocer la potencialidad que hay dentro de cada uno de nosotros.



# MAYA MENTAL

No identificado



# MATA MENTAL

No ident. f. can.



SENTI

Satisfacción por la participación y dinámica de trabajo con el grupo y el trabajo individual/compartido

Desarrollo del Taller P.M.

HICE

Análisis para tener idea clara en la toma de decisión.

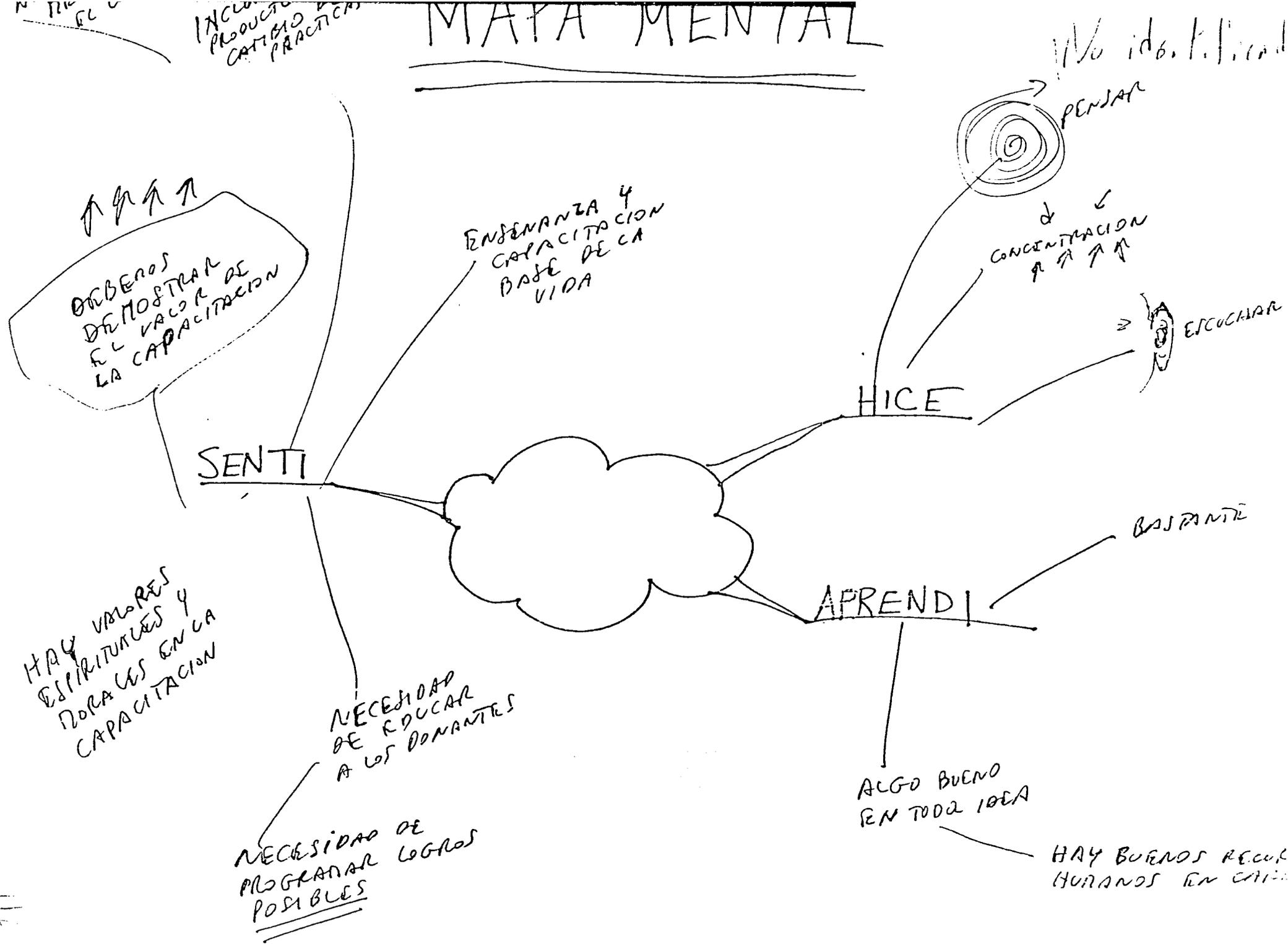


APRENDI

La importancia de las discusiones para decidir.



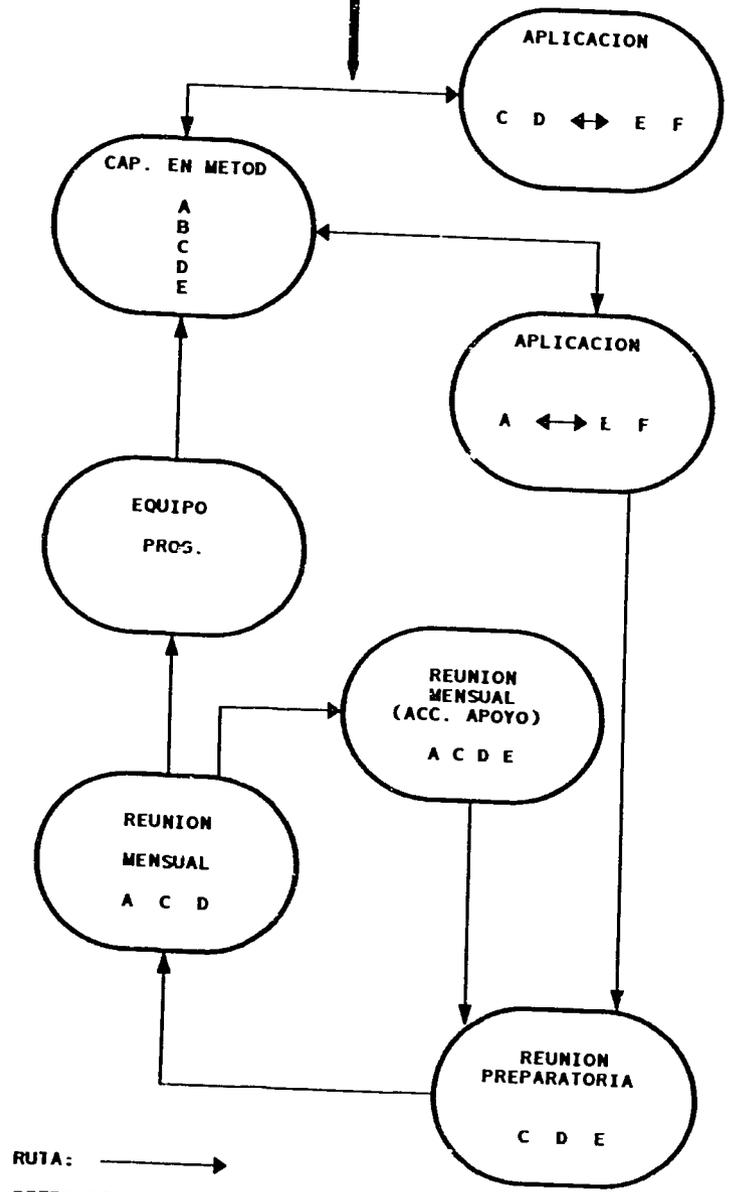
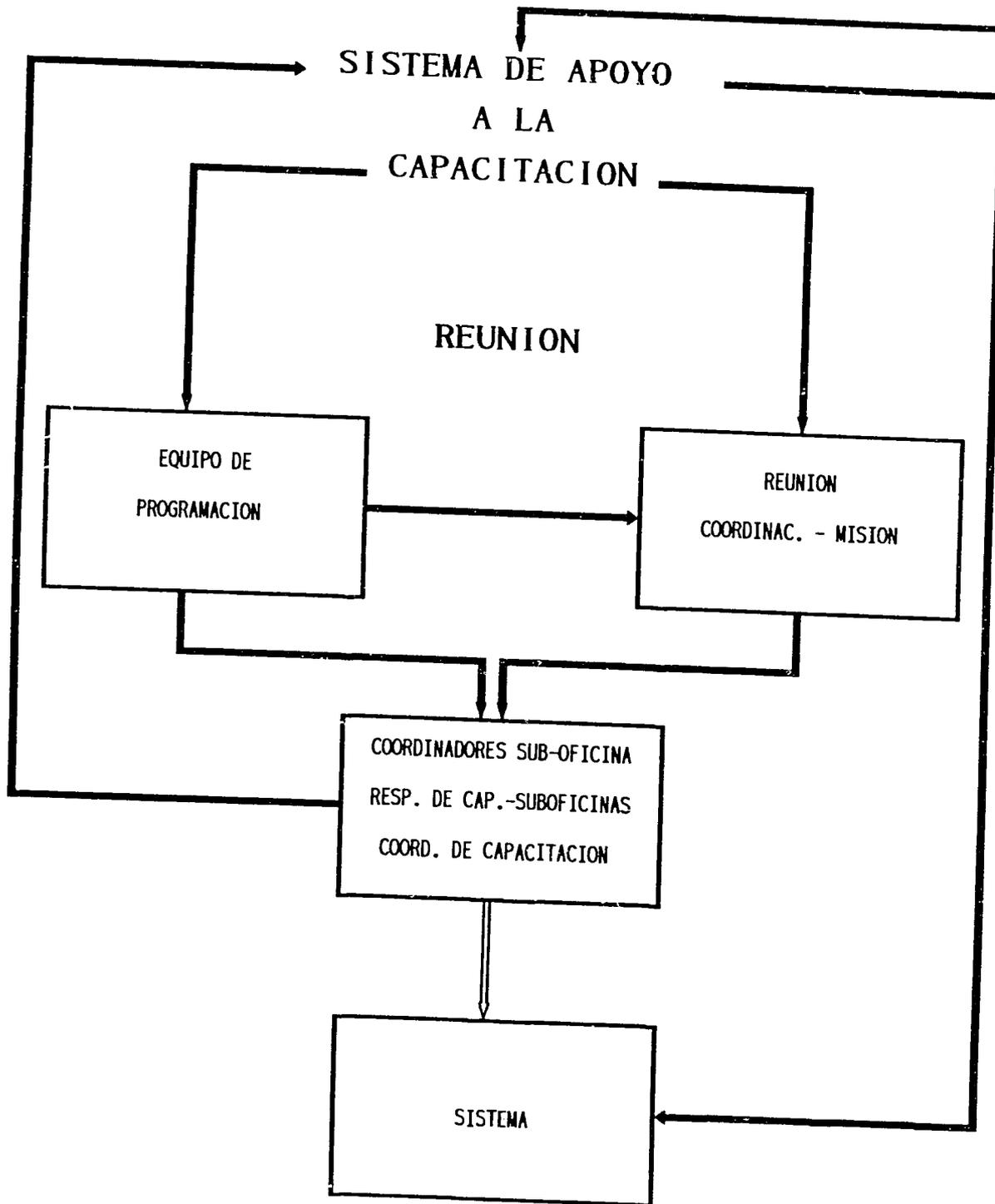
# MAPA MENTAL



## **APENDICE IV**

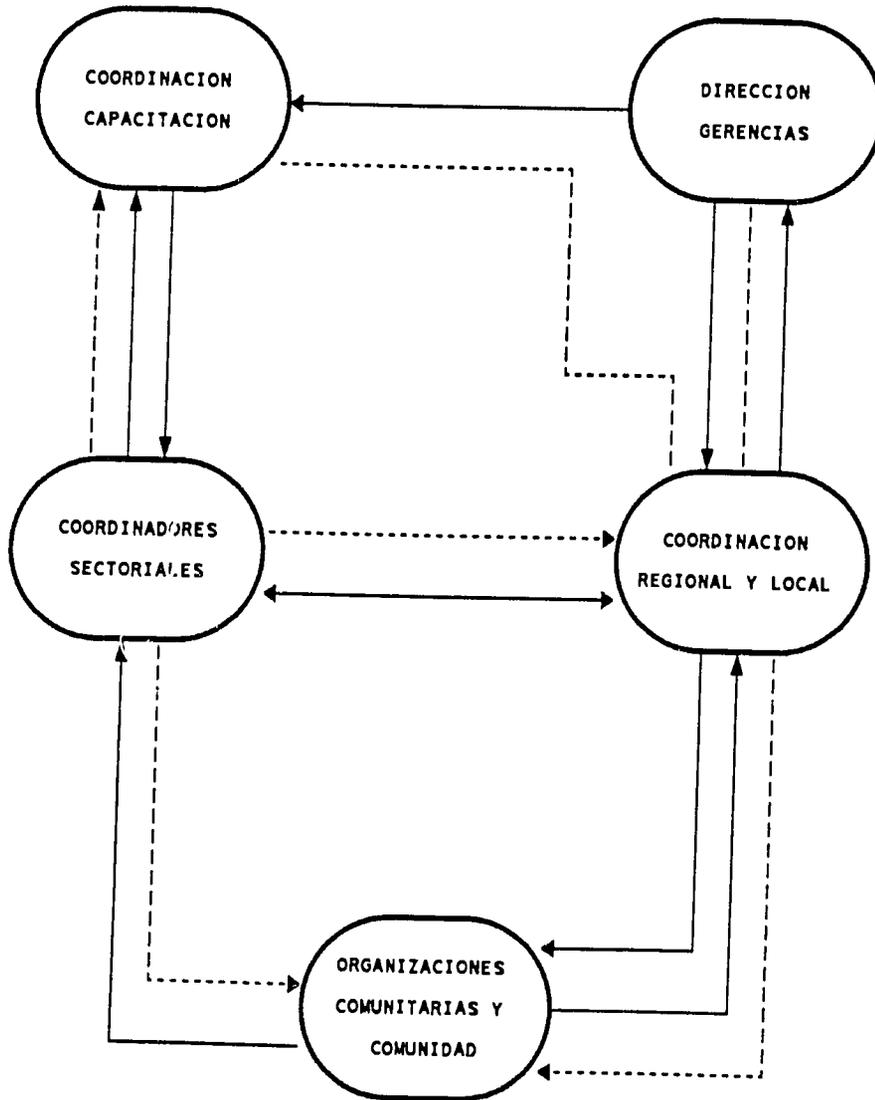
### **MATERIALES Y PRODUCTOS**

- **Sistemas de Apoyo**
- **Sesión de Evaluación de la Capacitación**

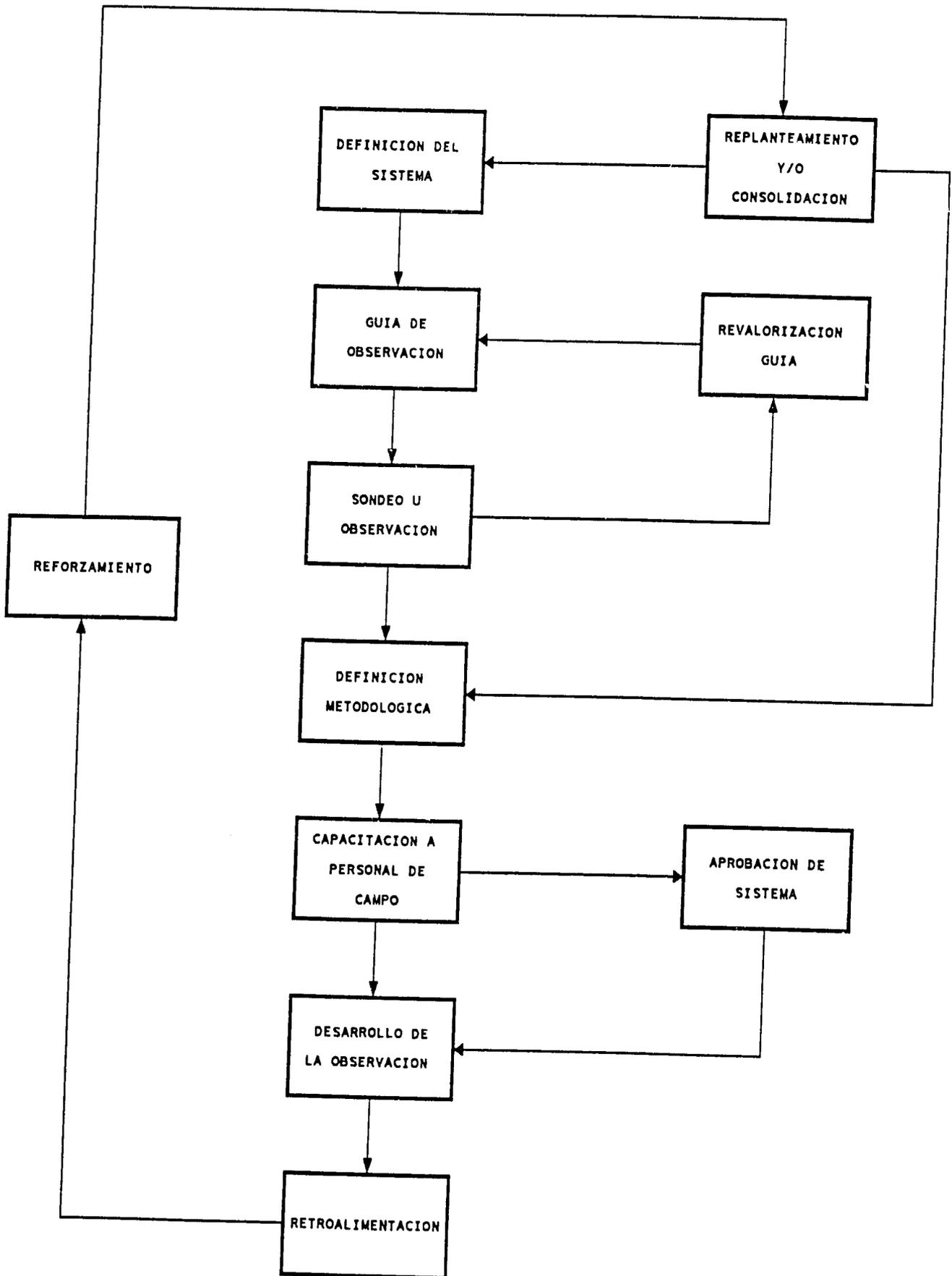


- A: COORD. CAPACITACION
- B: GERENTES SUBGERENTES
- C: COORD. EQUIPOS O SUBOFICINAS
- D: RESPONSABLE DE CAP. DE SUBOFICINA
- E: EXTENSIONISTAS
- F: COMUNIDAD

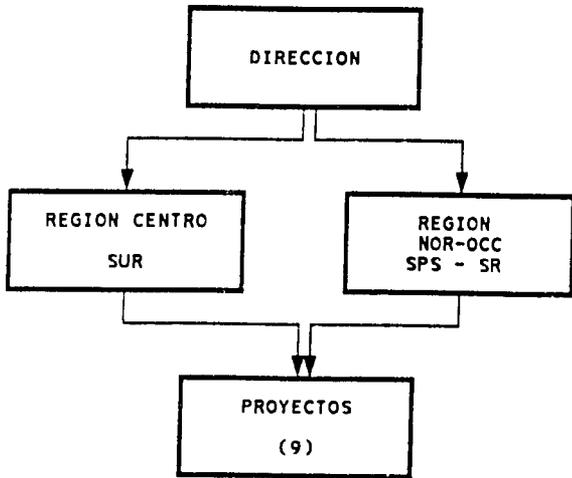
# ECUADOR



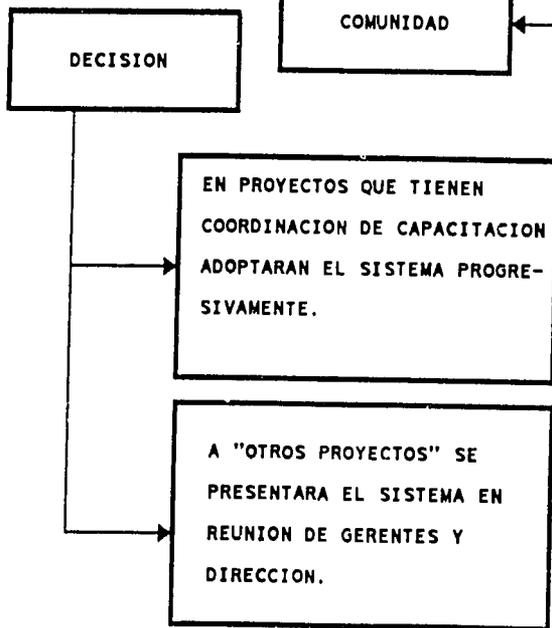
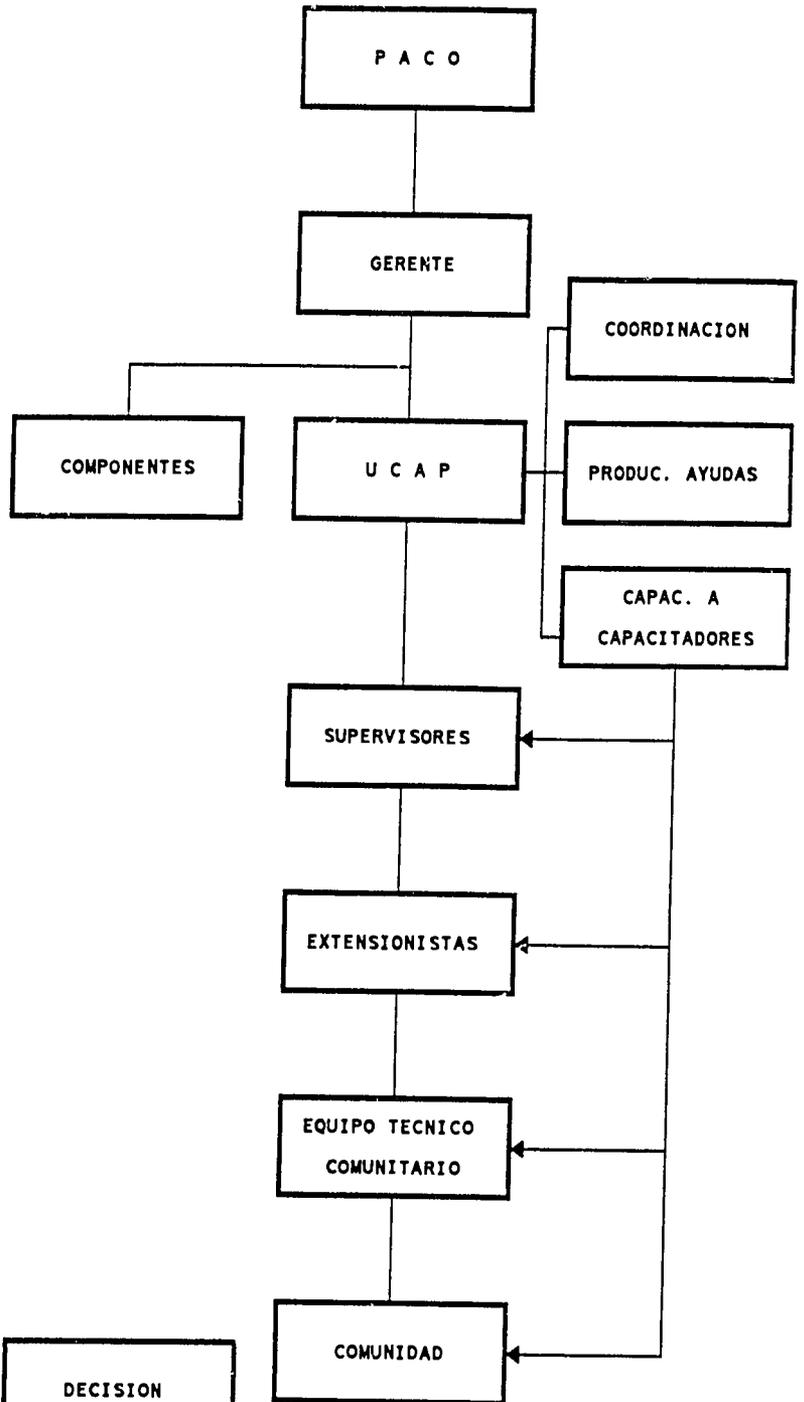
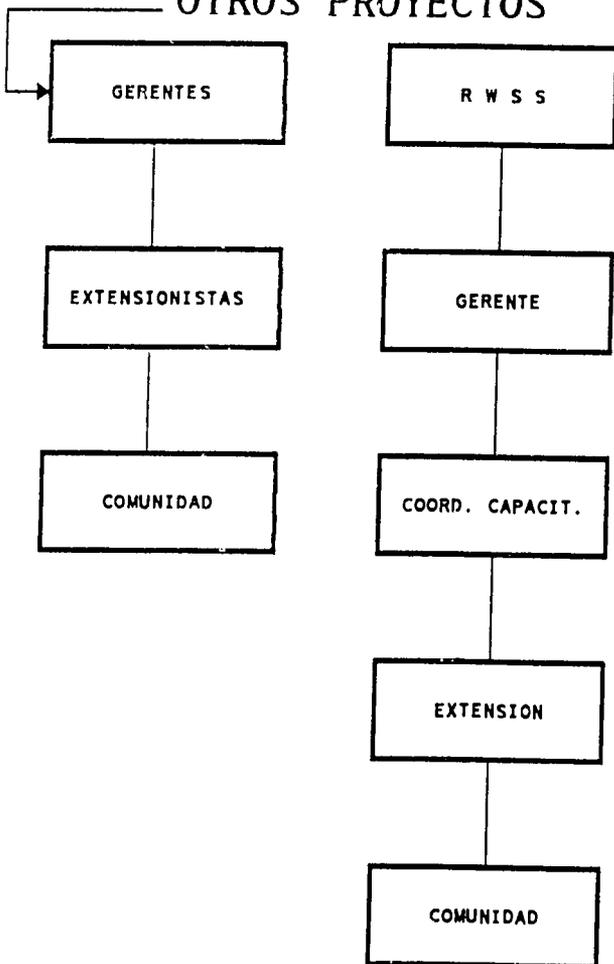
# GUATEMALA



# HONDURAS

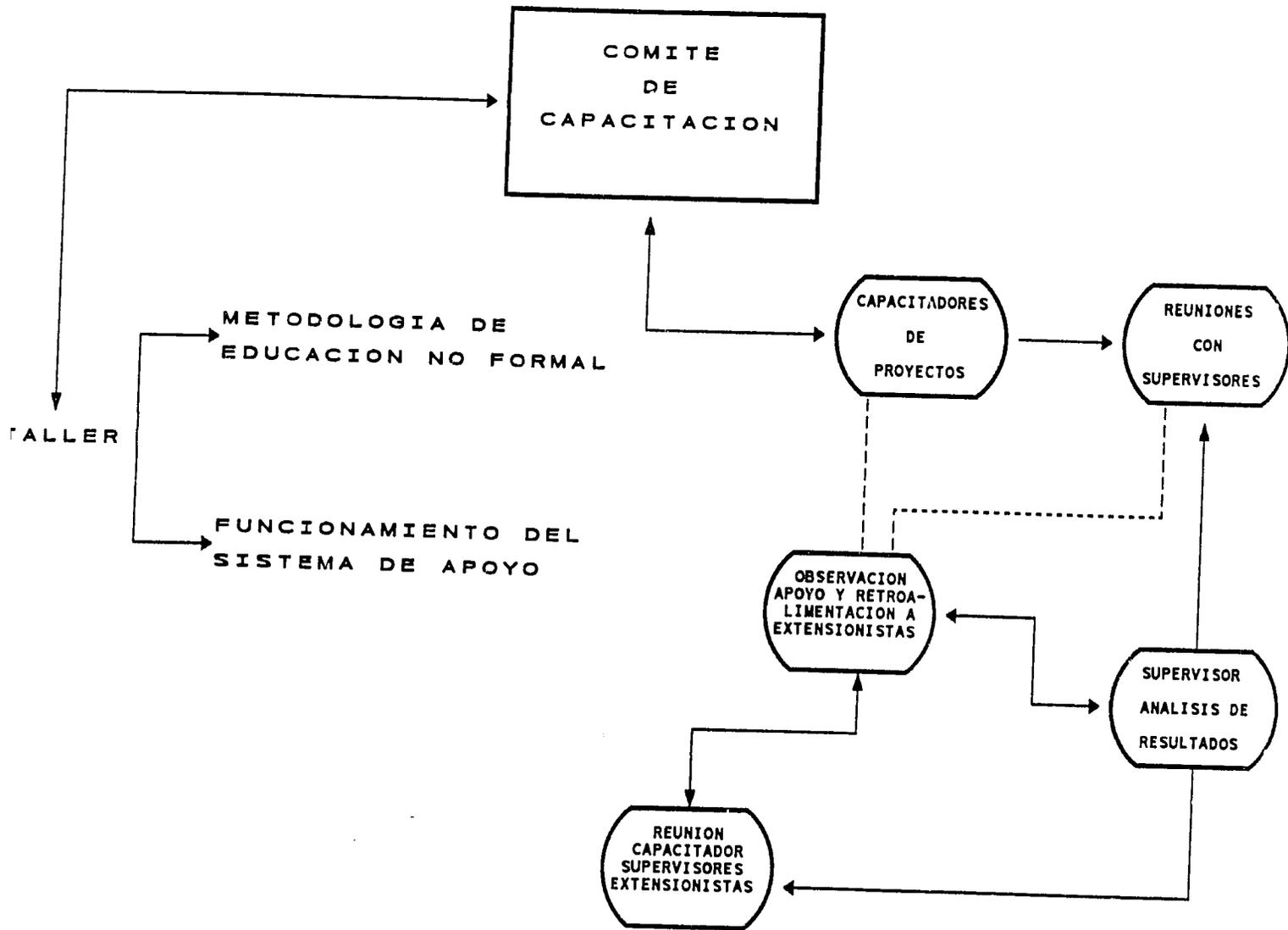


## OTROS PROYECTOS



APLICACION DEL SISTEMA EN LA MEDIDA Y CONDICIONES EN QUE LOS GERENTES DECIDAN.

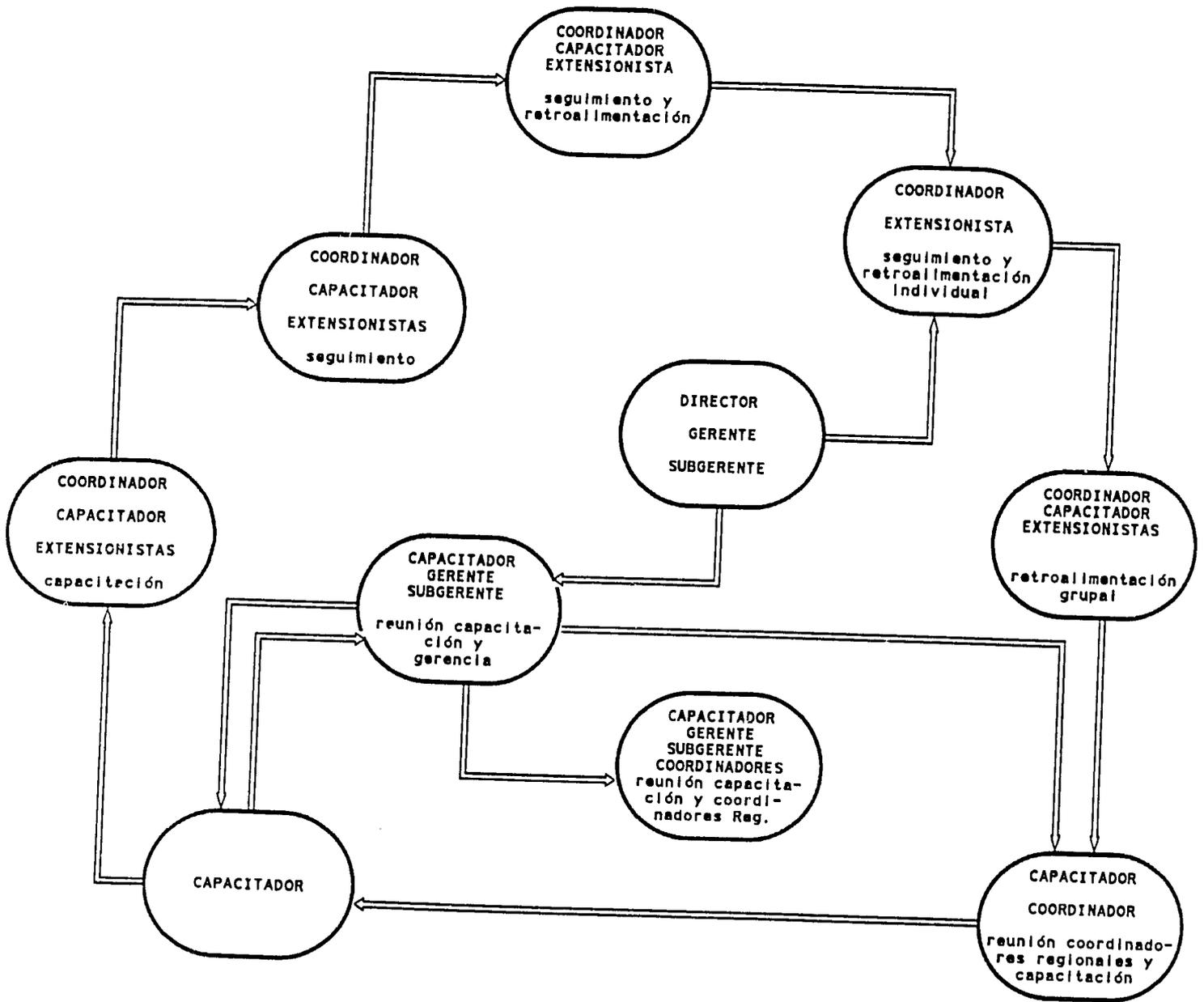
# NICARAGUA



## NICARAGUA: CONDICIONES PREVIAS

- Formar un comité de Capacitación.
- Establecer reuniones con Directivos de la Misión para aprobar, monitorear y evaluar la capacitación.
- Reunión con Directivos de cada proyecto para armonizar esfuerzos.

# REPUBLICA DOMINICANA



**EVALUACION  
DE LA CAPACITACION**

## CUATRO NIVELES DE EVALUACION

NIVEL 4	IMPACTO MEDIATO (Números)
NIVEL 3	IMPACTO INMEDIATO (Acciones /Actitudes)
NIVEL 2	APRENDIZAJE
NIVEL 1	REACCION

## INDICADOR

- Aspecto específico que se puede medir, contar, observar.
- Aspecto que podría identificar un cambio en un tiempo dado.
- Un cambio o cambios que se dan hacia el cumplimiento de la meta.

## EVALUACION PARTICIPATIVA

- Contribuyan al diseño.
- Involucrados en recopilación de datos.
- El plan incluye nivel 2/3 - cambio de práctica.
- Intereses de personas externas no impiden la participación.

## IMPACTO DE CAPACITACION

- Cambio de actitud o de práctica entre los participantes de una capacitación que se sostiene después del fin de la capacitación. Este cambio tiene el potencial de influir cambios detectables en la calidad de vida. Pero, dada la existencia de otros factores, no se puede atribuir un cambio en la calidad de vida, sólo a una capacitación.

## **APENDICE V**

### **EVALUACION DE ESTE TALLER**

- Ejemplos de Planes de Acción por país
- Ejemplos de Planes de Acción Individuales

**EJEMPLOS PLANES DE  
ACCION POR PAIS**

PLAN DE ACCION - EQUIPO DE PAIS

ACCION PARA TOMAR	FECHA DE CUMPLIMIENTO	COMO EVALUAR
Elaborar un perfil con lineamientos para la contratación de capacitaciones para el departamento de personal.	Entrega del perfil el 16 de mayo del '94	Revisión y redefinición técnica de un EIA. Entrega y fundamentación del perfil al Departamento de Personal.
Confirmación de un Comité de Capacitación a nivel de la Misión ONUS-Guatemala	Mayo / 94	Integración del Comité

Firma RTA:

Firmas: \_\_\_\_\_

30

PLAN DE ACCION - GRUPO DE PAIS

ACCION PARA TOMAR	FECHA DE CUMPLIMIENTO	COMO EVALUAR
<p>Analizar y evaluar el nivel de cumplimiento de los compromisos asumidos en el Plan de Acción de la Conferencia de Países en Desarrollo</p>	<p>15 de abril</p>	<p>- Informe sobre el nivel de cumplimiento de los compromisos asumidos en el Plan de Acción de la Conferencia de Países en Desarrollo</p>
<p>Lograr que se cumpla el compromiso de la Conferencia de Países en Desarrollo de proporcionar un informe sobre el nivel de cumplimiento de los compromisos asumidos en el Plan de Acción de la Conferencia de Países en Desarrollo</p>	<p>16 de abril</p>	<p>- Copia de informe de la Conferencia de Países en Desarrollo</p>
<p>Una vez terminada la reunión de los países en desarrollo, se debe evaluar el nivel de cumplimiento de los compromisos asumidos en el Plan de Acción de la Conferencia de Países en Desarrollo</p>	<p>Oficina Secretarial de Uruguay</p>	<p>- Verificar el nivel de cumplimiento de los compromisos asumidos en el Plan de Acción de la Conferencia de Países en Desarrollo</p>

Firma RTA: \_\_\_\_\_

Firmas: \_\_\_\_\_

- *[Handwritten signature]*



**EJEMPLOS PLANES DE  
ACCION INDIVIDUALES**

PLAN DE ACCION - PERSONAL

QUÉ SE VA A TOMAR	FECHA DE CUMPLIMIENTO	COMO EVALUAR
Reunión al equipo de apoyo PACO para validar el plan de capacitación	Enviar plan a RTA Julio Ramirez 18-30 Marzo	Plan elaborado y enviado a RTA.
Diseñar plan de apoyo y seguimiento a actividades de capacitación Equipo Técnico	Validar el plan 25 Marzo E	Guías de observación formularios de control, Visitas Retroalimentación

Firma RTA: \_\_\_\_\_

Firma Actor/a: \_\_\_\_\_

A

PLAN DE ACCION - PERSONAL

ACCION PARA TOMAR	FECHA DE CUMPLIMIENTO	COMO EVALUAR
<ul style="list-style-type: none"> <li>• Preparar un taller de Capacitación sobre Metodología de Educ. no formal. Para Extensionistas P.N 37.</li> <li>• Elaborar plan de Evaluación del Taller.</li> </ul>	<p style="text-align: center;">10 Marzo</p>	<p>Enviar Diseño del Taller y Plan de Evaluación a R.T.A para su revisión y retroalimentación</p>
<ul style="list-style-type: none"> <li>• Presentar una Propuesta de Apoyo, seguimiento y retroalimentación de Capacitación para el P.N 37.</li> </ul>	<p style="text-align: center;">10 Mayo</p>	<p>Enviar Propuesta a R.T.A para su revisión.</p>
<ul style="list-style-type: none"> <li>• Enriquecer Propuesta de seguimiento de Capac. a través de consulta con Gerente, Vic. Gerente Supervisoras y extensionistas P.N 37</li> </ul>	<p style="text-align: center;">30 Mayo a 15 Junio</p>	<p>Enviar a R.T.A Comentarios sobre proceso de consulta.</p>

Firma RTA: \_\_\_\_\_

Firma Actor/a: \_\_\_\_\_

PLAN DE ACCION - PERSONAL

ACCION PARA TOMAR	FECHA DE CUMPLIMIENTO	COMO EVALUAR
<p>Diseño y facilitar un Taller con las Coordinadoras regionales, sobre Sistema de Evaluación y seguimiento a la Capacitación</p>	<p>Realizar el Taller Abril 21</p>	<ul style="list-style-type: none"> <li>- Revisión del director por parte de sub-directores</li> <li>- Producto del taller (Guía de Seguimiento y Evaluación)</li> <li>- Revisión de la guía</li> </ul>
<p>Validar la Guía de Evaluación y Seguimiento junto a las Coordinadoras regionales</p>	<p>Visita al Campo y reunión con Coordinadoras Mayo 2011 Escuela Secundaria "LTA (Cuzco, 11)</p>	<ul style="list-style-type: none"> <li>- Revisión por RTA, reunión de la organización</li> </ul>

Firma RTA: \_\_\_\_\_

Firma Actor/

\_\_\_\_\_

61