

Guideline

Training of Trainers on how to use the Manuals

**Environmental Education and Communication
in Mongolia**
A Toolbox of Methods and Materials, Games and Exercises

and

**MOVE – Moderation and Visualization
for Group Events**
related to the System of Protected Areas in Mongolia

Training Overview

Module 1 Introduction

- Day 1**
- Unit o1 Introduction of Training Participants, Objectives and Contents, and Purpose and Structure of the Manuals
 - Unit o2 MOVE Working Principles and Methodology
 - Unit o3 Introduction to Environmental Education & Communication
 - Unit o4 Concept of Sustainable Development

Module 2 Environmental Events

- Day 2**
- Unit o5 Context, Team, Script, Logistics
 - Unit o6 Responsibilities, Quality Management and Monitoring & Evaluation

Module 3 Trainings

- Day 3**
- Unit o7 MOVE, EEC, Outdoor and Theatre Training

Module 4 Tools

- Day 4**
- Unit 8 Tool Box Categories & Tool Structure

Module 5 Scenario Development

- Day 4/5**
- Unit 9 Planning & Scripting a 1-Day EEC Event

Module 6 Training Evaluation and Follow-up

- Day 5**
- Unit 10 Next Steps and Evaluation of Workshop Objectives, Curriculum, Methods & Tools

Module 1	Introduction to the Training on the EEC and MOVE Manuals	Day 1
Learning Unit 1	Introduction of Training Participants, Objectives and Contents, and to the Purpose and Structure of the Manuals	Session 1

Learning Objective The first session serves clarifying three major questions related to the whole training of trainers (ToT), namely "Who are we?", "What are we going to do?" and "How are we going to do it?", addressing the participants, objectives and contents of the training. The first question **lets the participants learn to know each other individually, and indicates their collective expectations.**

The question "What are we going to do?" is to **share the basic objectives and content elements** of the whole training with the participants and let them develop a **sense of thematic orientation**, which is complemented by Units 3 and 5, the purpose and structure of the Manual and the basics of the SPACES approach to environmental education and communication (EEC).

Methods applied Visualized inputs in plenary

Means needed Pinboards, brown paper, pins, cards, markers (for short - 'MOVE material'), flipcharts and flipchart paper, optional: 100 photos with a variety of motives related to environmental and/or rural topics, multi-media projector, one set of the Manuals "Environmental Education and Communication in Mongolia" (EEC Manual) and "MOVE – Moderation and Visualization for Group Events related to the system of protected areas in Mongolia" (MOVE Manual) for each participant

Duration up to 40 minutes (at a maximum of 30 participants) for the introduction of participants; up to 10 minutes for the presentation of training objectives and contents; up to 40 minutes for the introduction to the two manuals

Proceedings The moderator starts with the three major questions related to the whole module, namely "Who are we?", "What are we going to do?" and "How are we going to do it?", written on round cards, pinned on a board. He or she then immediately addresses the first question "Who are we?"

Introduction of participants A pre-fixed tool are implemented in plenary in order to learn to know each other's individual characteristics:

Name Board - participants write their names and location, institutions and positions, and educational background on cards and pin those on prepared pinboards. The Name Boards (i.e. the cards glued on the brown paper covering the boards) remain as a poster fixed to a wall where they serve as an external memory and point of reference. The moderator rounds up the collec-

tive pool of knowledge of the variety of technical, educational and individual backgrounds the participants bring to the training.

If there is enough time, an interactive element, **Photo Language** can be added. In this case, each person picks one photo from about 100 photos with different motives related to urban upgrading that are displayed on the ground, with and states why he or she selected the photo.

If there is even more time, participants can discuss in buzz groups of 3-5 persons for up to ten minutes their **expectations related to the training**. They write the discussion results on cards. The moderator collects the cards from all groups, pins them on boards randomly and reads them aloud. The participants cluster them in assistance with the moderator under meaningful headings of expectations. The same can also be done faster by letting the participants call out their expectations from plenary while the moderator and an assistant write the calls on cards and pin the latter on a pinboard.

Next, the moderator presents in a visualized format and explains

- 1 **training objectives** (not more than 3-5) written on a flipchart, and
- 2 an **overview of the 5-day training** workshop on a pinboard.

Training objectives

The training has been successful if and when participants have

- reached a common understanding of EEC formats, training needs and tools,
- a thorough grasp of the EEC and MOVE Manuals purpose, structure and contents,
- learned how to use the manuals for planning and implementing EEC events as well as related training workshops, and for selecting appropriate tools,
- been able to summarize major elements of the EEC and MOVE Manuals,
- practiced major elements of EEC events in accordance with the Manuals' standard operational recommendations.

Training contents

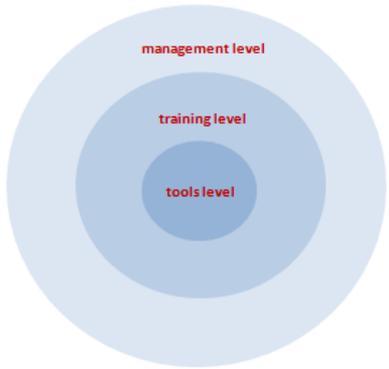
The moderator puts the major content elements on cards on a board in a detailed time table (see under Remarks). At the beginning of each day, the contents or topics for that particular day are briefly explained in the context of the topics of the previous and the next day, thus providing a red thread.

The question "What are we going to do?" is complemented by the purpose and structure of the Manuals in order to deepen the participants' **sense of thematic orientation**.

The moderator presents in a visualized format and explains an overview of the purpose, target groups, and structure of the EEC and MOVE Manuals.

Manuals

Purpose The manuals will enable SPACES and the Mongolian Ministry of Environment and Tourism (MET) to manage and implement environmental education and communication activities, and to provide related trainings. The recommendations, methods and tools presented in these manuals will also serve as an orientation for other government, mass or civil society organizations in Mongolia that are engaged in environmental education and communication.



Target groups Managers, trainers, facilitators, and field workers will find useful information in these manuals as they have been developed primarily with MET and protected area (PA) administrations and their partners in and around PAs in mind that run EEC events. They mainly address managers of organizations interested in the big picture of approaches and concepts for environmental education. They may look for ways of how to organize environmental education and communication processes (**EEC Manual**) and how to train the staff involved (**MOVE Manual**), while the toolbox (**EEC Manual**) is for the actual moderators of environmental education trainings and events, in the classroom or with communities in the field. For guidance, they will find detailed step-by-step descriptions for each tool.

Structure This manual is structured like an onion. The outer layer relates to **management**, i.e., the conceptual and preparation processes that organizations need to go through when planning and implementing environmental education. The middle layer is about the **skills and competencies** that an organization's staff needs to develop to be able to facilitate environmental education activities. And finally, the inner layer contains the actual **methods and tools** that staff members should apply to the problems and needs of the participants they work with, be it in EEC classroom events or with communities outdoors in the field.

The EEC Manual is about the learning journey people undertake in their efforts to protect the environment. It focuses on general steps and processes that can help organize educational formats such as in-class or outdoor trainings, workshops, information evenings, or learning events. The manual also incorporates proven methods and tools related to non-formal environmental education and communication. The descriptions of these methods and tools are based on a standard step-by-step profile, which makes them easy to use in a variety of situations.

The MOVE Manual describes the process of basic training and coaching regarding the philosophy, methods and tools used in environmental education and communication. These human-resource investments in skills of the participating staff and volunteers are necessary to prepare the teams for taking other people on an environmental learning journey.

Remarks

If the number of participants exceeds 20, the **name board** mentioned in relation with the introduction of participants would take too long to prepare in-class. In this case, the board should be pre-fixed by the training organizers *before* the session. When participants have selected a photo and stated why they selected it, they should go to the board, and point to their name and institutional affiliation only. In this case, the print-out of a digital photo of each participant pinned next to the name of the respective participant is highly recommended.

The board or the poster with the detailed **training schedule** should be kept in the training room at all times so that the moderator can refer explicitly (e.g. by means of a red paper arrow) to the red thread and the logical and methodological consistency of contents and topics of the ToT at any given time.

Visualized inputs must not necessarily mean PowerPoint presentations. The moderator can also use MOVE materials or other means of visualization such as posters, video clips, print media etc. Each participant should have a copy of the EEC and MOVE Manual at hand. This allows the moderator to

guide and pinpoint participants through the Manuals' contents, structure, highlights, and templates.

For methodological and **learning efficiency** reasons, each **session should be 90 min.** and time keeping should be observed carefully: Sessions belong to the moderator and the resource persons, breaks belong to the participants. Therefore, if you should need more than 90 min. for Units 1-4, it is better to either shorten inputs or carry some inputs over to the next session.

Overview of Training of Trainers on the Use of the EEC and MOVE Manuals in Mongolia

	Day 1 Context +	Day 2 EEC Events	Day 3 MOVE-based Trainings	Day 4 Tools + Scenario	Day 5 Scenario + Evaluation
Session 1 08:30 - 10:00	<ul style="list-style-type: none"> Opening Intro Who-What-How: Training participants, objectives & contents, and contents & purpose of EEC + MOVE Manuals 	<ul style="list-style-type: none"> Feedback Committee Environmental Events - Context, team, curriculum, logistics etc. - BG task 2³, PP 	<ul style="list-style-type: none"> Feedback Committee Training: MOVE, EEC, Outdoor, Theatre - BG task 4⁶, PP 	<ul style="list-style-type: none"> Feedback Committee Tools: Manual + tools structure etc - BG task 5³, PP 	<ul style="list-style-type: none"> Feedback Committee Training & Tools Scenario - WG task 8 ctd
Session 2 10:30 - 12:00	<ul style="list-style-type: none"> MOVE principles and methods, incl. BG task 1¹ Intro to EEC - PP 	<ul style="list-style-type: none"> Environmental Events - ctd Horse Trader - E Environmental Events - WG task 2⁴ 	<ul style="list-style-type: none"> Training: PP ctd 	<ul style="list-style-type: none"> Tools: PP ctd + WG task 5¹⁰ 	<ul style="list-style-type: none"> Training & Tools Scenario - WG task 8 ctd
Session 3 13:00 - 14:30	<ul style="list-style-type: none"> Concept of sustainable development, incl. WG task 1² 	<ul style="list-style-type: none"> WG task 2 ctd WG presentations 	<ul style="list-style-type: none"> Training: WG tasks 3+4⁷⁺⁸ 	<ul style="list-style-type: none"> Tools: WG task 6 ctd Presentation of WG results Thumb wrestling - G 	<ul style="list-style-type: none"> Presentation of WG results
Session 4 15:00 - 16:30	<ul style="list-style-type: none"> Presentation of WG results Egg Drop - Team Building - E in WG 	<ul style="list-style-type: none"> Environmental Events - Responsibilities regarding quality management and M&E - PP + BG task 3⁵ 	<ul style="list-style-type: none"> Training - WG task 3+4 ctd Presentation of WG results 	<ul style="list-style-type: none"> Training + Tools Scenario - WG task 7¹¹ ctd 	<ul style="list-style-type: none"> Next steps - BG task 6¹² Training evaluation - BG/P Certificates Closing

B Brainstorming
PP Plenary Presentation

BG Buzz Group
WG Working Group

E Exercise
G Game

Buzz & Working Group Tasks

Day 1

- ¹ **BG task 1:** Which goals do you have as a group in terms of environmental education and communication?
- ² **WG task 1:** Is the increase in the number of cashmere goats related to the over-exploitation of pastures in Mongolia?

Day 2

- ³ **BG task 2:** What do you need when organizing an environmental event?
- ⁴ **WG task 2:** What elements do you *SEE* when implementing an environmental event, and what elements *HAPPEN BEHIND THE SCREEN*?
- ⁵ **BG task 3:** What are your responsibilities regarding quality management and M&E while organizing an environmental event?

Day 3

- ⁶ **BG task 4:** Which types of skills do environmental education facilitators need to be trained on?
- ⁷ **WG task 3:** Please summarize the most important elements related to organizing a MOVE or EEC training workshop.
- ⁸ **WG task 4:** Please summarize the most important elements of the Wisdom Box.

Day 4

- ⁹ **BG task 5:** What type of environmental education tools do you already know?
- ¹⁰ **WG task 5:** Imagine you are facing the following situation: The target group is teenagers and children and you have max 45 min of time available per tool. The purpose of the tools to be selected is to work well in small groups in order to learn about a specific environmental problem. Which tools from the ToolBox would you select, and why?

Day 4/5

- ¹¹ **WG task 8:** Please plan and script a 1-day environmental event in a remote village. The topic is "Cashmere Goats and Risk of Overgrazing", and the target groups are (1) school children aged 6-16, (2) local authorities, young women and old men in separate groups. In addition, specify the training needs in terms of types, topics, and duration of training.

Day 5

- ¹² **BG task 6:** What are the next steps after the ToT in relation with the EEC and MOVE Manuals?

Module 1	Introduction to the Training on the EEC and MOVE Manuals	Day 1
Learning Unit 2	Working Principles and Methodology	Session 2

Learning Objective	The question "How are we going to do it?" is meant to share the working principles and methodology of the training with the participants - which are identical with the principles and methodology of the two manuals
Methods applied	Visualized inputs in plenary
Means needed	MOVE material (see Unit 1)
Duration	up to 45 minutes
Proceedings	The moderator presents on cards and explains the major working principles methodologies and tools such as brainstorming, constant visualization - mostly by writing on cards or flipcharts - and experiential learning are to be applied by all resource persons and participants during the training.
Cooperation + participation	<ul style="list-style-type: none"> ▪ different experiences are equally important ▪ each idea counts so that there is fair dialogue without domination ▪ individual, group and plenary work spirited by mutual assistance ▪ stimulation of capacities and talents
Visualization	<ul style="list-style-type: none"> ▪ keywords/phrases written on cards, legible and visible to everybody ▪ leads to preciseness and provides an external memory ▪ one idea - one card ▪ no more than three lines per card
Evaluation	<ul style="list-style-type: none"> ▪ disturbances are given priority to clarify ▪ gradual elaboration of issues facilitates team work and a flexible approach to content and methodology ▪ critique and suggestion board, mood barometer and daily feedback committee ensure a shared responsibility among all participants <p>The moderator should stress the over-arching importance of participation, also to set a tone for the afternoon discussions on concepts and terminology. Full participation leads to higher individual creativity and activates the assembled pool of knowledge and experiences. The result of such a working process is best summarized in a motto that is often heard in moderated events: "Nobody knows everything – everybody knows something".</p>
Presentation rules	<p>Also, general presentation rules should be observed:</p> <ul style="list-style-type: none"> ▪ Do not speak while writing, drawing, flipping papers, changing transparencies or PowerPoint slides: visualize first, explain later.

- Do not turn your back on the participants while you talk, but maintain eye contact with the audience.
- Do not always use the same media or material but vary your presentations.
- Back up non-permanent visual aids with permanent ones: for example, when you present results using transparencies or PowerPoint, put highlights or headlines on a board or flipchart for permanent reference.

Writing on cards

Next, the guidelines on "How to write on cards" should be briefly introduced. Should there be enough time, a short writing exercise would be in order.

For writing on cards, you should use a normal size black or blue marker with an edged, *not* a round tip. For headlines, you should use a big sized marker with an edged, not a round tip. The writing should be legible from a distance of 6-8 meters.

Guideline on how to write on cards

Rules	Reasons
1 idea = 1 card	Makes clustering of ideas possible
max. 3 lines per card	Legibility + visibility
in English start in the upper <i>left</i> corner	this saves space for additions
in English use both small and capital letters	can be read better and faster
write with the broadest side of the marker, not with the thin tip	increases visibility from a distance

The guidelines should be followed up by a card writing exercise. To this end, break down the plenary into small groups of 3-5 participants. Ask all participants to first write their names, organization and place of origin on one standard moderation card using three lines. Let the participants compare the pros and cons of their individual writings within the groups. Next, ask them to discuss within their groups and summarize on any type of cards which goals they as a group have in terms of environmental education and communication. Give the groups a max. of 5-10 min. for this task and ask them to pin the results of their discussion on a pinboard so that you can compare together with them in plenary to what extent the guideline on how to write on cards has been met or not.

Remarks

The moderator should mention that the principles and tools, particularly writing on cards, will be dealt with again and again throughout the training so that learning by doing is fostered.

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ToT on EEC & MOVE Manuals in Mongolia

Module 1	Introduction to the Training on the EEC and MOVE Manuals	Day 1
Learning Unit 3	Introduction to Environmental Education and Communication (EEC)	Session 2

Learning Objective

The question "What are we going to do?" in Unit 1 and the overview of the purpose and structure of the Manuals in Unit 4 are complemented by an introduction to **basic EEC elements** in order to reach a **common understanding** on the related SPACES approach.

Methods applied

Visualized inputs in plenary

Means needed

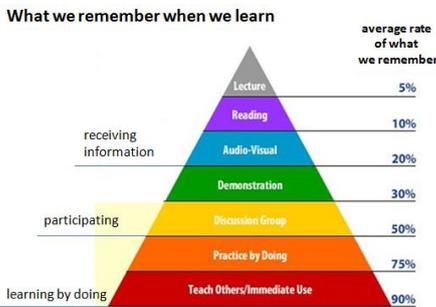
MOVE material (see Unit 1), multi-media projector, 1 set of the EEC Manual, possibly 5 sets of the National EEC Strategy issued by SPACES and MET

Duration

up to 45 minutes

Proceedings

The moderator presents in a visualized format (possibly PowerPoint) an introduction to **basic EEC elements**.



What and How

Communication and education have two key dimensions: The **What** refers to the subject matter, that is, the topic we talk about, for example wildlife conservation. The **How** refers to the methods used to present the subject matter with words or pictures, for example giving a lecture or presenting a poster. We all know that often "a picture is worth a thousand words". This means that *how* you present something is at least as important as *what* you present. Visualization is, therefore another key element of SPACES's approach to EEC. Moreover, speaking, hearing, and seeing should be complemented by doing.

Information is not enough Information is not yet knowledge, and knowledge is not yet wisdom, let alone action.

- Said ————— is not yet heard
- Heard ————— is not understood
- Understood ————— is not approved
- Approved ————— is not done

Moreover, the dissemination of information is not yet communication. Instead, learning requires a complex communication process to overcome a number of obstacles that often stand between an information a solution a problem.

KAP

- Knowledge to know cognitive
- Attitudes to feel emotional
- Practices to do practical

social marketing

3H

- Head
- Heart
- Hand

adult education

People learn differently

Some people learn best by being exposed to concrete experiences and emotions that touch the **heart**. Others learn best by processing information by thinking about it, using their **head**. Yet others may need to process information by actively doing something, using their **hands**. Looking at all these "3H" - head, heart and hands - and carefully choosing the right

approach for a given learning objective, is key to successful communication and education.

These general considerations have led SPACES to an EEC approach based on several interrelated elements:

- learning by doing in an interactive, practice-oriented way,
- communicating through a combination of information and entertainment, known as infotainment or ed-entertainment,
- visualizing information because "a picture is worth a thousand words",
- learning and communicating based on real problems as perceived by the people concerned,
- formulating messages and learning aids in a way that are attractive to those who are to gain knowledge or change attitudes and practices,
- combining the KAP approach, which originates in social marketing, with the 3H approach, which has its base in adult education.

EEC Strategy in a Nutshell

Stage 1 Assessment

- o1 Situation analysis and problem identification
- o2 Audience and Knowledge-Attitude-Practice (KAP) analyses
- o3 Communication objectives

Stage 2 Planning

- o4 Resource planning
- o5 Partner involvement
- o6 Media selection and mix

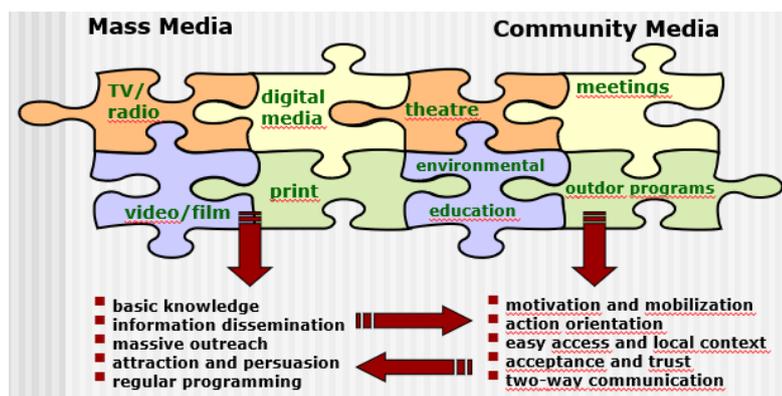
Stage 3 Production

- o7 Message design
- o8 Media production and pre-testing

Stage 4 Action & Reflection

- o9 Media use & field implementation
- o10 Process documentation and M&E

Often, EEC is applied by means of a 10-step approach, which has also been used by the SPACES project and MET in the National EEC Strategy.



In such a strategy, no single medium is effective for all purposes or target beneficiaries. Therefore, different media and communication channels should complement and reinforce each other. Each one has a unique characteristic or particular advantage that is useful to accomplish a specific purpose.

Remarks

During the plenary presentation it makes sense to pinpoint major inputs to the **specific pages in the EEC Manual** where participants can read more about the elements provided at their own leisure and speed.

Module 1	Introduction to the Training on the EEC and MOVE Manuals	Day 1
Learning Unit 4	Concept of Sustainable Development	Sessions 3/4

Learning Objective Illustrate the interplay of ecological, economic, and psychological forces in systems dynamics that makes the understanding, management, learning and communication related to sustainable development so difficult

Methods applied Group work, presentation in plenary

Means needed MOVE material (see Unit 1), multi-media projector, flipchart paper, ‘Concepts of Environment’ overview, A4 paper, Egg Drop task on a flipchart, 5 raw eggs, 100 plastic straws, 5 m of masking tape, 5 flipchart paper sheets, optional: Nuts Game (e.g. for evening session)

Duration 180 min..

Proceedings The moderator or resource person contributes a brief synthesis of the major concepts in the environmental debate which environmental communication is embedded in. In this respect, the process of change can be looked upon as shown below. The overview is meant to reflect established positions - and should be used as a starter only for the subsequent discussions in working groups and plenary, not as a fixed doctrine.

Development and Sustainability

	Growth	Development	Sustainable Development
Basic Characteristics	related to quantity, enlargement	related to quality, advancement	related to eco-systems and human well-being
Governing Principle	repetition	revision	quality of life within carrying capacity
Process + key mechanism	replication	re-arrangement	replacement
Results	enhancement more of the same	empowerment better than before	harmony more ecologically and socially balanced than before

Even though many elements of ‘development’ and ‘sustainability’ have entered the international debate on visions for the future, a lot of elements re-

lated to the 'growth' models of the past are alive and well. The problem with that is that also problems, especially environmental problems do grow. Some of them exponentially.

Exponential growth

A simple exercise can illustrate the dynamics of exponential growth - e.g. as related to population or the overuse of resources. The moderator folds a piece of A4-paper it in half four times, shows it to the participants, and asks:

„I folded this paper four times. It is now about 1 cm thick. Forget about the physical barriers and imagine I would fold it in half another 29 times. How thick do you think the paper would be?“

If participants are shy for answers offer „Less than 1m, less than 10m, less than 100m, more than 100m?“

The answer is - 5.400 km, the distance between Frankfurt and Boston.

The moderator explains that complex phenomena like this make environmental communication so important - and so difficult.

Sustainable development task

The plenary input on sustainable development (about 45 min..) should be followed by a related task tackled in working group of 5-7 members each. The task is: "Is the increase in the number of cashmere goats related to the over-exploitation of pastures in Mongolia? Discuss this question within your group for 34 min. and prepare a pinboard with the discussion results. You'll have a max. of 10 min. to presented your board in plenary during the next session."

During the next session, the moderator asks the groups to present their discussion results one by one, and subsequently to debate the results in plenary (about 45 min..).

Team building

For the last 45 min. at the end of Day 1, participants are asked to engage in by a light team building exercise, **Egg Drop**. First, split the plenary into 3-5 groups of 5-7 participants and provide each group with written instructions and materials:

"In 20 minutes the egg given to your group will be dropped from a table. Your task is to protect the egg from breaking. You have the following material available for your task: 20 straws, 1 m of masking tape, 1 flipchart paper. Do not use any other material! If the eggs of more than one group do not break when dropped from the table, the eggs will be dropped from a higher altitude. The team achieving the highest altitude is declared the winner."

Next, read the instructions on the flipchart and give the groups a maximum of 20 min. to solve the task while keeping a strict time management. Ask the groups to discuss the following concluding questions in their group for 10 min.. and then present the results in plenary within 5 min.: "What happened during group work? How did you feel? What conclusions can you draw?"

This exercise is good for team building at the beginning of a training as it lets participants learn to know each other's strengths and weaknesses, and highlights different roles that individuals take over in teamwork. Some are good as thinkers and planners, others as engineers, managers, handicraft

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ToT on EEC & MOVE Manuals in Mongolia

persons or time keepers. All these different roles are equally important and necessary for teamwork and success.

Feedback Committee

Before calling it a day, the participants have to select a **Feedback Committee**. The latter is established by 2-5 volunteers from among the participants. It gets together before the next morning's first session to share comments on what happened the day before, how participants felt about it, what they learned, what impressed them most, and what yet needs to be clarified. Therefore, volunteers for the Feedback Committee should be determined during the last session of the day before the group is supposed to present its comments.

Remarks

Another, less cognitive way to illustrate the dynamics of **exponential growth** than the paper folding exercise is the popular Asian story of the king and the beggar who play chess. The king promises the beggar any prize should he win, and when he does is surprised that the beggar just wants a rice corn put on the 1st field of the chess board and have it doubled for every one of the 64 fields. The calculated amount of kilograms of rice doubling field by field quickly demonstrate how, in the end, the king is poor and the beggar a rich man.

If ever possible, the Nuts Game should be brought into play because it perfectly illustrated the meaning of sustainable development in intellectual and emotional terms. However, this game needs 90-180 min.. Therefore, it is recommended as an optional element either in an evening session or as part of the ToolBox sessions on Day 4.

Nuts Game

Sustainable development is all about the sustainable use of natural resources. The natural resource in the Nuts Game happens to be nuts, but the same lessons apply to the trees in a rain forest, the fertile soil in a farming region, or the number of livestock on limited pastures.

Objectives

The game can be used to

- illustrate the interplay of ecological, economic, and psychological forces that cause the overuse of natural resources,
- improve the understanding of resource management and sustainable development,
- offer practice in communication, negotiation and collective decision making.

Set-up

The plenary is split into 3-5 groups of 4-6 people. Each group sits around a table with a plate in the middle containing a pool of 25 nuts. For specifics of the Nuts Game rules, steps, materials and debriefing questions see page 134-137 of the EEC Manual¹. The rules of the game are written on a board visible to all members:

Rules

- 1 Upon tutor's signal, players take out nuts from the pool, all at the same time, using only one hand. This is called a "round".
- 2 The organizer doubles the balance left in the pool after each round out of the replenishment fund, up to a maximum of 25 nuts.
- 3 A game is over when the pool is empty or after 10 rounds

¹ in case page numbers from the MOVE Manual are indicated, this is specifically mentioned

Evaluation After the game is finished the participants are asked to write on cards and present on a board

- what happened in the group process,
- what they felt emotionally,
- what conclusions they draw.

Usually, participants would state that the group dynamics went through a stage of individualism, greed and frustration until the need for collaboration and team work is realized. Early hints by group members that there must be ways of improving the individual and the group scores through cooperation are often neglected and mistrusted. Finally, there is not only a feeling of cooperativeness and participating in a game the rules of which have been collectively manipulated to the better. Also, the net result of the team work materializes in much higher individual and group scores. Games with participation in comparison with games without show especially that the maximum harvest per group and the minimum harvest per player do increase tremendously. Additionally, if the group agrees on a mutually benefiting type of harvesting, the pool of nuts will never go dry, i.e. sustainable resource management is maintained. Last but not least, the crucial role of communication for group dynamics, setting up rules, and pursuing a common goal becomes obvious from the comparison of games with and without cooperation and communication in the chart below presented and discussed in the plenary.

Module 2	Environmental Events related to the EEC Manual	Day 2
Learning Unit 5	Context, Team, Script, Logistics	Sessions 1-3

Learning Objective This learning unit puts the emphasis on the **planning and implementing of environmental events** such as a half-day event on the World Environment Day, a 2-5-day environmental booth at a festival, or a 90-min. evening event for awareness raising. Participants will **learn about the major elements** of such an event and will summarize its **context, team, script, and logistics** in accordance with the Manual's standard operational recommendations.

Methods applied Buzz groups, visualized inputs in plenary, working groups, visualized presentation of working group results

Means needed MOVE material (see Unit 1), multi-media projector, a set of the EEC Manual

Duration total of up to 270 minutes over 3 sessions on Day 2:

- up to 15 min. for Feedback Committee,
- up to 45 min. for buzz group task 2,
- up to 90 min. for plenary inputs,
- up to 90 min. for working group task 2,
- up to 30 min. for the Horse Trader exercise,

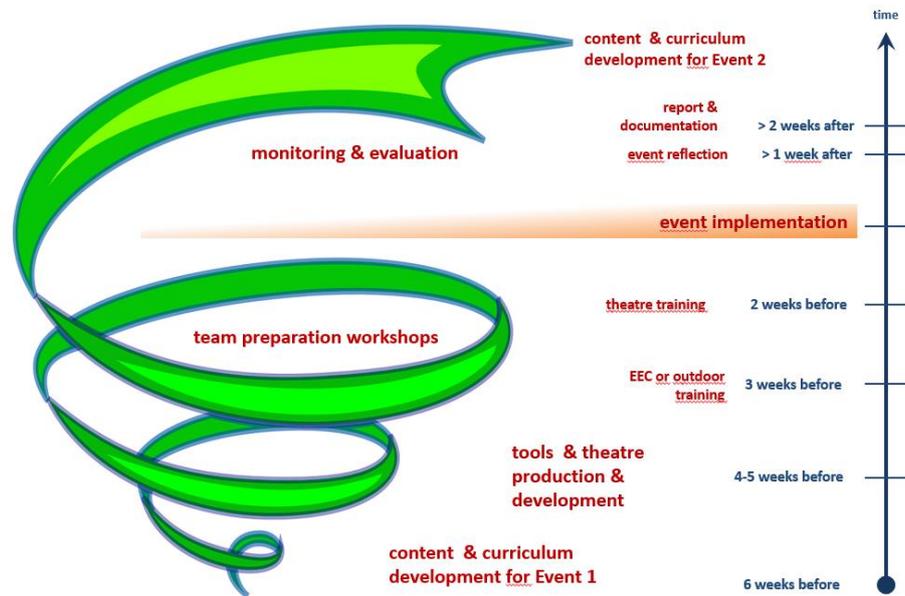
Proceedings

Buzz group After inputs by the Feedback Committee (see end of Day 1), the moderator starts with a buzz group question: *"What do you need when organizing an environmental event?"* which participants in groups of 5-7 persons should answer spontaneously within 10-15 min. The latter write their answers on white cards (up to 10 per groups, no more than 30 total), which are pinned on a pinboard by the moderator, who then clusters similar ideas together with the participants.

Plenary input Based on this initial understanding by the participants, the moderator presents **major elements of environmental events**. First, he or she explains that **what you see** – a stage or a place where the event takes place, staff who organize and moderate the event, tools and contents on the event's subject matter – is not all. **What is hidden behind the screen** - content development, materials production, logistical and organizational preparation is equally important.

Next, the need for **content development** and **materials production** regarding **environmental themes** – e.g. forest protection, wildlife or biodiversity conservation, co-management of national protected areas, climate change, etc. - in the form of major **information and learning aids** is mentioned: flyers and posters, illustrations, comics, games and exercises, and theatre plays (page 22 ff).

The need for **logistical and organizational preparation** is explained by means of an **event cycle**, i.e. a management scheme for implementing environmental events including 1-content and curriculum development, 2-tools and theater development and production, 3-the actual event implementation, 4-monitoring and evaluation, and 5-conclusions for the next event.



The organization of any environmental learning event should go through **four phases, or management steps: context assessment, planning, implementation, and evaluation**. These four phases (page 26 ff) can be applied to any kind of group event, whether workshops, trainings, seminars, or conferences, as well as staff meetings, office planning sessions, or presentations.

Context assessment is the first important step before you start the planning and preparation process. The aim is to arrive at a clear understanding of the background for the event. The answers to these questions will lead you to the expected **output** of the event, and to a definition of objectives. The **learning objectives** will directly affect the **structure** of the program and the **methods** to be used, the tasks and required qualification of the **moderators**, and the selection of **participants**.

The second step related to **planning an event** starts with selecting and **composing a team** with different functions and skills: **organizers, moderators, and resource persons**:

- **Organizers** are responsible for the overall logistics of an event, incl. training needs assessment, selection of participants, invitations, venue booking, board and lodging, transport, and MOVE as well as electronic equipment, etc.
- **Moderators** are responsible for methods and group dynamics, a moderation plan, a consistent thematic and didactical approach, training materials, moderation, documentation and follow-up during and after the workshop. In all this, they need to closely cooperate with the other team members and the organizers.
- **Resource persons**, also called trainers or experts, provide specific content and technical information, develop suitable exercises, group work tasks,

SPACES

ToT on EEC & MOVE Manuals in Mongolia

and support material. All of this needs to be done in close cooperation with the moderator.



A third planning step is **conceptualizing the script**. Here, last things should be considered first, e.g. final products or outputs, primary learning or planning objectives, number of participants, resource persons to be invited and technical means required. Sufficient time in the program should be left for translation, and for leisure and cultural activities. Any plan should be flexible and leave enough room for adaptations based on recurrent feedback from the participants.

Regarding **logistical arrangements**, the organizers are responsible for identifying a suitable **location** for the event, which is large enough to allow 2-3 groups of 5-7 participants working simultaneously. The **venue** should be easy to reach and the building should offer a pleasant working atmosphere. In any case, plenary and working group rooms should have windows and provide as much natural **light** as possible. The **chairs** in the rooms should be comfortable for long sessions. Even if no **tables** are used during most plenary or working group sessions, some tables should always be arranged along the walls of the rooms, for depositing reference and working materials, handouts, personal items, etc. The kitchen or catering department should be flexible and allow for changing times of **meals**. Problems with logistical arrangements can affect the working spirit and mood of a group negatively.



For the **seating arrangement**, chairs should be arranged in a U-shape or half-circle, with the pin boards positioned at the open end in the front, the so-called stage. If several rows have to be set up, it is best to arrange the chairs like a zip, so that each participant in a back row has a clear view between the heads of the two participants sitting in front of him or her. No participant should be sitting more than eight meters away from the stage.

As far as **M&E** is concerned, in addition to the participants' evaluation, the team members should assess their work in more detail among themselves during and after an event. The team should meet to evaluate the day's process and results every day. It should also plan the following day, using the moderation plan as many games and exercises require special materials to be procured or prepared in advance.

After the workshop, the **learning transfer** is best assessed when the team of moderators and organizers jointly reflect on the results of all final evaluations. **Implications for future** events may be discussed regarding the script, logistical and organizational matters, team composition, procurement and preparation of material etc. Based on the results of this discussion, the team can plan follow-up activities.

At least 4-6 months after a training event, a **follow-up evaluation** should be conducted among former participants, focusing on the **transfer of learning** from the event to the participants' working reality. Based on evaluation conclusions, specific follow-up activities such as advanced training courses, e-learning, peer reviews or coaching measures can be implemented later.

Working group task

In order to round up the inputs regarding environmental events shared so far, the participants are split into 3 groups and are given up to 60 min. for discussing and presenting in a visualized format results related to working group task: *"What elements do you SEE when implementing an environmental event, and what elements HAPPEN BEHIND THE SCREEN?"*

Horse Trader

In order to avoid a plenary input that is too long, the moderator at some point introduces the Horse Trader exercise which exemplifies the problems that logical arguments do not always help, because people have different ways to look at a problem. When participants become EEC event facilitators, this may help them deal with conflicts and find a consensus within a group.

Groups of 3 persons are formed, and every participant is provided with a sheet of blank paper and a pen. Participants are told that they will be given a calculating exercise. In the first part of the exercise, every participant will work individually. They are allowed to take notes, but they are not allowed to speak to each other. The moderator reads the following case slowly and aloud from a flipchart:

"A horse trader goes to a market. He buys a horse for US\$ 50. After a while he sells it for US\$ 60. He looks for other horses to buy but realizes his one was better. Therefore, he buys it back for US\$ 80. However, when he is offered US\$ 90 for his horse, he sells it again."

Next, he or she reads them the following instructions from the flipchart:

"Instruction for each participant: Calculate how much loss or profit the horse trader has made that day. Write the result down and keep it to yourself. You have 3 min. for this task."

"Instruction for each group: Discuss the case in your group. Agree on one single result and write it on a card. You have 10 min. for this task."

After 3 min., participants are told to stop their individual calculations and join the other members of their group to agree on one single result. After another 15 min., ask the groups to hold the card with their result up, so that all groups can see all results. Briefly compare all results and then proceed to the conclusions.

Ask all groups to discuss the following questions:

- What happened in the group?
- How did you feel?
- What conclusion do you draw?

Conclude by pointing out the groups' difficulties to reach consensus, although this was a rather simple task. It can be even more difficult with complex problems that have a moral, ethical, cultural or social dimension, for example the environment, resource management or sustainable development.

In most cases, individuals will arrive at a variety of solutions to this relatively simple mathematical task. Often, their rationalizations and conclusions reveal different views, cultural values or social norms.

Remarks

During all working group sessions the moderator should alternative between groups, providing **advice, guiding and coaching**.

Module 2	Environmental Events related to the EEC Manual	Day 2
Learning Unit 6	Responsibilities, Quality Management and Monitoring & Evaluation	Session 4

Learning Objective This learning unit is meant to build on the previous module's inputs regarding the **planning and implementing of environmental events**, here particularly concerning related **responsibilities, quality management, and monitoring & evaluation (M&E)**. Participants will also **practice developing a detailed timeline for an environmental event** in accordance with the Manual's standard operational recommendations.

Methods applied Buzz groups, visualized inputs in plenary, working groups, visualized presentation of working group results

Means needed MOVE material (see Unit 1), multi-media projector, one set of Vol 1-3 of the EEC Manual

Duration total of up to 90 min.:

up to 50 min. for plenary input,
up to 35 min. for the buzz group task,
up to 5 min. for the determination of the feedback committee.

Proceedings Based on this initial understanding by the participants, the moderator presents major elements regarding **responsibilities, quality management as well as M&E of environmental events** in accordance with the Manual's standard operational recommendations.

Not least, this concerns **follow-up with local authorities**, as well as **logistical and equipment checks**. **Material production & purchase tasks** and responsibilities come together at this stage, too. A **materials list** includes not only the **didactic tools** that have been produced so far, but also things the event teams need on location. If an outdoor event is at stake, blankets, sleeping bags, food, cooking stove, medicine, emergency kit, tents, tarpaulins against sun and rain, etc. may be essential. **Electrical tools** like beamer, microphones, loudspeakers etc. need to be tested beforehand.

Individual staff members should be assigned to keep and check stock, organize, purchase, and install new material and keep monitoring records of all event equipment. Often, these **quality management** tasks are broken down further into sub-activities for specific areas of responsibility.

At least 1-2 days before the event, the team leader needs to check the above mentioned **materials list** again to make sure that everything is in order, including the technical equipment, moderation and visualization materials, environmental education tools, games and media. Another important logistical precaution is: always have a **Plan B**. A lot of things may go wrong dur-

ing an environmental event, especially with outdoor events in remote areas. Therefore, you should be prepared to deal with **unforeseen circumstances**.

In the "**M&E phase**", the event team meet for one day after completing the event. Together, they assess which activities went well and which were more difficult to implement, so that adjustment may be required. This feedback comes in addition to evaluating their performance, reflecting the processes, activities and tools used at the end of each day.

After each event, a half- or one-day internal **reflection workshop** should be organized to evaluate all logistical, technical and didactical aspects of the event. Team dynamics as well as the interaction with local officials and residents as well as intended beneficiaries are important aspects of this evaluation.

During the "**Lessons learned**" phase, **reporting and documentation** are crucial tasks. Results from the M&E workshops are incorporated in an **event report**, which covers **demographics** of participants and their characteristics, **impacts of event activities**, **next steps** and an **action plan** listing activities proposed by local officials and intended beneficiaries as a result of learning processes during the event, a **team evaluation** and an assessment of how tools performed.

Further **documentation** includes scripts and proceedings of all the workshops before the event, as well as all photos and films made during the preparation workshops and the event itself. This facilitates **learning transfers** to the future, other locations, and different themes. It also makes it easier to reproduce and adapt existing tools and media.

Buzz group task

The moderator wraps up the inputs so far with a buzz group question: "*What are your responsibilities regarding quality management and M&E while organizing an environmental event?*" which participants in groups of 5-7 persons should answer spontaneously within 10 min. The latter write their answers on white cards (up to 10 per group, no more than 30 total), which are pinned on a pinboard by the moderator who then clusters similar ideas together with the participants.

Feedback Committee

Before calling it a day, the participants have to select a **Feedback Committee** (see Unit 4).

Remarks

During all working group sessions the moderator should alternative between groups, providing **advice, guiding and coaching**.

Module 3	Trainings related to the MOVE Manual	Day 3
Learning Unit 7	MOVE, EEC, Outdoor, and Theatre Training	Sessions 1-4

Learning Objective This learning unit focuses on the MOVE Manual, i.e the **training requirements** of volunteers or activists engaged in environmental events. Participants will learn about major elements of **MOVE, EEC, outdoor and theatre training** in particular. In accordance with both Manuals’ standard operational recommendations, they will also **summarize most important points of these four types of training**, and of the **Wisdom Box**, a crucial methodology.

Methods applied Buzz groups, visualized inputs in plenary, working groups, visualized presentation of working group results

Means needed MOVE material (see Unit 1), multi-media projector, scarves or napkins used as blinds, one set of the EEC Manual

Duration total of up to 360 minutes over 4 sessions on Day 3:

up to 15 min. for Feedback Committee,
up to 30 min. for buzz group task 4,
up to 2 x 60 min. for plenary input,
up to 30 min. for Guiding the Blind exercise,
up to 90 min. for the working group task 3.
up to 60 min. for the working group task 4.

Proceedings

Buzz group The moderator starts with a buzz group question: "*Which types of skills do environmental education volunteers/activists need to be trained on?*" which participants in groups of 5-7 persons should answer spontaneously within 10 min.. The latter write their answers on white cards (up to 10 per groups, no more than 30 total), which are pinned on a pinboard by the moderator who then clusters similar ideas together with the participants.

Plenary input Based on this basic understanding, the moderator first presents major elements of **training requirements** which all volunteers or activists need to attend to prepare for **environmental events**, particularly regarding **MOVE, EEC, outdoor and theatre training** in accordance with both Manuals’ standard operational recommendations. The trainings make the volunteers or activists familiar with the philosophy, methods and tools used during the respective environmental event. They learn facts about the environment, moderation, monitoring and reporting, various types of theater, and interactive, informative and entertaining games and exercises.

MOVE Training

The **MOVE training workshop** described in the Manual encompasses the major **action learning methodology for SPACES' EEC approach**, and all its other training and environmental education activities. The main features of MOVE (MOVE Manual, page 16 ff) can be summarized as follows:

- **Transparency in decision making**
- **Needs orientation**
- **Cooperation & participation**
- **Learning by self-reflection**
- **10/60/30 rule** - 10% theoretical inputs, 60% participatory games, exercises, group work, 30% discussions and conclusions
- **Moderation and visualization**
- **Evaluation**

The participatory and interactive methodology is based on **four key competencies** that empower learners to increase their knowledge, change their attitudes and take action for sustainable development: **1-Interaction competence** for organizing and guiding learning and working processes in an atmosphere of trust, respect and shared meaning, **2-visualization competence** refers to the use of a flexible mix of visual aids, presentations and dialogues, which support effective communication and participation, **3-participation competence** means the moderator's skill to bring out the best of every individual and a diversity of views in a group process, **4-dramaturgic competence** is the art of arranging the right things at the right time, like a theater, by scripting an event with all the details of group and plenary sessions.

A typical **MOVE workshop** for 25 participants and two moderators takes five days (see schedule on page 23, MOVE Manual) and goes through an **orientation, organizing, communication, scripting and evaluation phase** (page references from the MOVE Manual):

- The basic elements of the **orientation phase on Day 1** should always remain the same: **1-Introduce** the participants and the objectives, discuss expectations and present the methodology. **2-Let** participants experience brainstorming on various topics, for them to get used to visualization and presentation of their discussion results. **3- Provide** them with guidance on major action learning elements such as group work, visualization, scripting and evaluation. **4-Let** them practice and reflect on these elements and related tools in group and plenary discussions (page 17).
- The didactical process of **organizing** environmental education on **Day 2** consists of four different phases that participants go through during an event: **Orientation - teamwork - sharing results - implementation and evaluation** (page 22). In this context, **guidelines for working in groups** and formulating **meaningful questions** are important (page 20-21).
- The **communication**-related aspects on **Day 3** primarily deal with guidelines on **group formation** and practical exercises regarding the development of **visual aids** (page 26-31).
- **Scripting on Day 4** focuses on the **dramaturgic elements** of group and plenary work as well as on dealing with **difficult situations** among participants (page 33-39) which participants again learn to solve in practice-oriented working group tasks, and by means of best practice examples.
- During **evaluation on Day 5**, participants define the **roles and functions of a good moderator**, the potential and limitations of MOVE, and how to overcome the latter. Also, they use a variety of **evaluation tools and methods** to analyze whether workshop objectives have been met, participants' skills have improved and expectations have been met, etc.

In order to split up the otherwise too long plenary inputs, the **Guiding the Blind** exercise should be introduced, learning by doing about domination and power, respectively dependency and helplessness that people involved in EEC events may feel during trainings or activities. To this end, split the plenary into pairs of two participants and read the instructions

- choose a partner: One partner will guide, the other will be guided
- the guided participant will be blindfolded
- the guide may only use one hand, putting it on the partner's shoulder and guiding the partner around with directions given by the hand on the shoulder only
- after a couple of minutes, roles are swapped: the guide will be blindfolded while the 'blind' will guide
- everyone must be absolutely silent during the whole exercise

After the exercise, ask participants to write on cards and present in plenary: What happened during the game? How did you feel? What conclusions do you draw? The conclusions drawn from the exercise can be summarized as a '**Code of Conduct**' that may later be used as a guideline for behavior in 'real-life' situations, e.g. field work.

Training for EEC events

Each EEC **preparation training workshop** has its own agenda, depending on topics, tools and other elements to be evaluated and planned. But there are some common features: 1- **previous events** are evaluated, 2-the **content** relevant to the event's theme are discussed, 5-**new tools** are introduced or developed and practiced, 6-**scripts** for the event are developed, 7- **quality management, M&E and next steps** are discussed.

A typical **preparation workshop for an EEC event** for 25 participants and two moderators takes five days (see schedule on page 53, MOVE Manual) and goes through five phases: 1-**a recap of the last event**, 2-**defining event objectives**, 3-**preparing methods and materials**, 4-**elaborating topics and a script**, and 5-**workshop evaluation**. Based on the question "*How do you know you were/will be successful?*" Learning **lessons** from previous events enables participants to set more realistic **targets** for the next one. New methods and **tools** related to the individual theme of a particular event are assessed in terms of a set of selection criteria such as audience, interactivity, didactical depth or production costs. **Scripting** events is based on an easy-to-use template (page 65, MOVE Manual), which participants adjust to the topic and tools of the respective event. The **evaluation** of each and every workshop is a standard element of all trainings and events.

Working group task

The moderator rounds up the inputs regarding environmental education **training requirements** by asking participants, who are split into 3 groups and given up to 90 min., to discuss and present in a visualized format results related to the working group task: "*Please summarize the most important elements related to organizing a MOVE or EEC training workshop.*"

Training for outdoor events

The **training workshops for outdoor events** are often organized by NGOs, eco-clubs, green schools or environmental centers. Such 1-2-week trainings are targeted specifically at staff and volunteers who facilitate the outdoor event. Together, they go through all information, processes and activities they will use, and they prepare and practice using related educational media and tools. In particular, they familiarize with the **Wisdom Box** as part of the project's **education for sustainable development** concept. It looks at any is-

sue from four different perspectives: 1-economics, 2-society & culture, 3-wellbeing, and 4-nature (page 69-70, all pages on this page from MOVE Manual).

During these workshops, too, participants compare positive and negative experiences of previous outdoor events in order to improve **planning and implementing** the next one. In great detail, they also develop new methods and **tools** related to the theme selected for the event and **script** it together (page 60-61). Again, the **evaluation** of the workshop is a standard element.

In addition, the working group task is related to a crucial element of EEC events and training, the Wisdom Box: *"Please summarize the most important elements of the Wisdom Box."*

Theatre Training

Theatre can play a very prominent role in EEC as it can be integrated in any type of event. The 5-day **theatre training workshop** deals with developing, scripting and rehearsing a play of several acts, a stage and background design, etc. (page 76 ff). Even though theatre seems to require no more than a storyline, a few actors, some costumes and props, and a public space to serve as a stage for 10-30 min., creating plays for a variety of theater forms - for example drama, puppet or marionette performances - require detailed preparation.

The theater development and production process takes several weeks. It is recommended that theater specialists cooperate with SPACES to develop a **script**, and subsequently train staff and volunteers, who will either stage the theatre play or train others to do so. Sometimes, the **costumes or puppets, the props** and any necessary technical **stage installations** are also produced or purchased preceding the workshop. In other cases - for example, when **hand puppets** are to be used - the production process can become part of the **theater training workshop**.

The training participants need a **minimum of five days of training** to adjust, learn and rehearse the play, working with the script, the costumes or puppets, and the props.

The team of up to 20 people should have a **gender balance** of women and men. Be careful not to assign more **roles** than the number of actors can take - ideally, identify actors for 4-8 roles to be played out. The performance of the play should take a maximum of **20-30 min. duration**. It should have no more than **three acts**, possibly with short interludes between the acts. The **story-line** should be simple and easy to understand, mirror rural life and culminate in **conclusions** or solutions, that represent **positive practices** and are related to the topic of the EEC event.

The theater experts train and coach the participants in terms of body language, voice control, role acting etc. A theater workshop process is described also in the ToolBox of the EEC Manual (page 106-109).

Remarks

When the Guiding the Blind exercise is played out in-class, be careful with tables, chairs and other objects in the room. Such obstacles should be moved towards the periphery of the room.

During all working group sessions the moderator should alternate between groups, providing **advice, guiding and coaching**.

Module 5	Tools related to the EEC Manual	Days 4
Learning Unit 8	ToolBox Categories & Tool Structure	Sessions 1-3

Learning Objective The learning unit focuses on the EEC Manual's **ToolBox available** to volunteers or activists engaged in environmental events. Participants will learn about the **ToolBox categories** and the **structure of each tool**. In accordance with the Manual's standard operational recommendations, they will also **practice the selection of tools** appropriate to specific target groups, time available, purposes, and topics.

Methods applied Buzz groups, visualized inputs in plenary, working groups, visualized presentation of working group results

Means needed MOVE material (see Unit 1), multi-media projector, one set of the EEC Manual, and materials needed for the "Toxic Waste" exercise:

- 3 x 5 strings of 2,0 meters length = 30 meters of string
- 3 rings (about 3-5 cm in diameter - can be bought at hardware store)
- 3 balls (golf or table tennis balls will work)
- 6 empty bottles

Duration total of up to 270 min. over 3 sessions on Day 4:

- up to 30 min. for buzz group task 5,
- up to 90 min. for plenary input,
- up to 15 min. for Feedback Committee,
- up to 90 min. for the working group task,
- up to 45 min. for the "Toxic Waste" exercise.

Proceedings
Buzz group The moderator starts this module with a buzz group question: "*What type of environmental education tools do you already know?*" which participants in groups of 5-7 persons should answer spontaneously within 10 min. The latter write their answers on white cards (up to 10 per groups, no more than 30 total), which are pinned on a pinboard by the moderator who then clusters similar ideas together with the participants.

Plenary input Based on this basic understanding, the moderator first presents an overview of established **adult education approaches** such as MOVE, Participatory Rapid Appraisal (PRA), Participatory Learning and Action (PLA), or Education for Sustainable Development (ESD) which most of the manual's tools are rooted in. All these approaches are based on a common **philosophy**: they are interactive, participatory, and guided by experiential, action-oriented learning, i.e., "**learning by doing**". They also share the 3H approach ("Head, Heart and Hands"), and aim at empowering groups and communities (page 12-17).

Next, the **ToolBox categories** and the **structure of each tool** are introduced. The **four main categories** of the ToolBox are 1-Learning & working in groups, 2-Sharing ideas & concepts, 3-Understanding the environment and 4-Working with communities. Each main category has **2-4 sub-categories** such as a-getting started, b-communicating, c-cooperating and d-evaluating under Learning and working in groups. Each **sub-category** encompasses 3-5 tools.

Photo language



Purpose

- Introduce participants to each other in an event
- Add a human touch to personal introductions



Participants

- Adults, teenagers, children



Materials

- 80-100 photos with a variety of motifs (size 13x18 cm)
- Pinboards, cards, markers, pins, etc.



Time

- 30-40 min for 20 participants

To ensure that both learning and fun are well balanced, and the experience is enriching for the participants as well as the moderators, two key aspects need to be kept in mind when applying the tools - **methods and contents**. To enable effective learning, any tool requires **briefing, implementation, and debriefing**.

Selected tools – at least one per category – are presented in more detail in order to demonstrate their structure and content. The **tool descriptions** follow a standardized **step-by-step profile**, which makes them easy to apply and select: First, the **purpose, participants or target groups, materials needed and time required** are briefly listed. Then, the **process** is outlined in detail, including the **briefing** and, if needed, **instructions**. Finally, **conclusions and remarks** incorporate the **debriefing**, including related guiding questions and alternative tools.

Working group task

The moderator rounds up the inputs regarding environmental education **tools** by asking participants, who are split into 3 groups to discuss and present in a visualized format results related to the working group task: *"Imagine you are facing the following situation: The target group is teenagers and children and you have max 45 min. of time available per tool. The purpose of the tools to be selected is to work well in small groups in order to learn about a specific environmental problem. Which tools from the ToolBox would you select, and why?"*

Toxic Waste exercise

In order to round up the module, the moderator introduces a simple and quick exercise, **Toxic Waste**, to demonstrate how a team deals with **cooperation and coordination**. The plenary is once again split into three groups of participants.



Preparations Cut string in pieces of 2,0 meters length, fold in half, and connect to metal ring with a girth hitch (see image). Attach 4-6 of these pieces to the ring (for up to 12 participants). If you have too many strings, each person can hold more than one string, or if you have more people, each string can be held by more than one person. To construct the Toxic Waste site (Point A) place the ring on top of the bottle with the strings spread around the ring. Place the ball on top of the Ring. The Decontamination Center (Point B) is the other bottle which should be located at least 3 meters away from Point A.

Instructions to participants

"The objective is for each group to safely transport the Toxic Waste (symbolized by the ball) from Point A to the decontamination zone, Point B using the given removal device (the Ring). Because of the toxicity, participants do not want to be too close to the ring, thus you should instruct group members that they can only hold the strings within 20 cm from the end (zone is marked on the string) so that the Toxic Waste is 180 cm away from the participants. Dropping the ball, or getting too close to the Toxic Waste, will result in starting over from Point A. The team which is fastest in transporting the Toxic Waste from Point A to Point B is declared the winner."

SPACES

ToT on EEC & MOVE Manuals in Mongolia

Once the winner is declared, and proceeding to the **conclusions**, the moderator asks the following questions:

- What happened during the game, what did you observe?
- How come you took the game as competition, what were the reasons?
- Where do you observe similar situations in your real life?
- What could you do to get better results, in the game and in real life?

At his point, Day 4 comes to an end so that the Feedback Committee for the next day has to be determined.

Remarks

During all working group sessions the moderator should alternative between groups, providing **advice, guiding and coaching**.

During the **plenary presentation** it makes sense to pinpoint major inputs to the specific pages in the EEC Manual where participants can read more about the elements provided at their own leisure and speed.

Module 6	Scenario Development related to the EEC and MOVE Manuals	Days 4/5
Learning Unit 9	Planning & Scripting a 1-Day EEC Event	Session 4/ Sessions 1-3

Learning Objective	This module and learning unit sums up major points from all previous units related to the EEC and MOVE Manuals. Based on a realistic scenario, participants practice planning (EEC) and scripting (MOVE), an outdoor event , selecting appropriate exercises and games from the ToolBox (EEC) in accordance with the Manuals' standard operational recommendations.
Methods applied	Working groups, visualized presentation of working group results
Means needed	MOVE material (see Unit 1), multi-media projector, handouts of the sample script, 1 empty script template per participant, one set of the EEC and MOVE Manuals
Duration	total of up to 360 minutes over 4 sessions on Day 3 and 4: up to 15 min. for Feedback Committee, up to 90 min. for plenary inputs. up to 255 min. for the working group task,
Proceedings	<p>The moderator first explains the over-arching nature of the complex scripting topic (page 63 ff, MOVE Manual). Encourages environmental learning needs logical order and emotional appeal. Arranging a variety of different aspects in a meaningful way needs experience. As time for any EEC event is limited, you need to set priorities. The activities should build on each other in a logical order. Also, the learning activities should be both informative and entertaining, so that the target groups feel motivated to join and participate actively. This includes feedback and reflection sessions with participants who follow presentations, exercises and games. Dealing with tricky questions about the main theme of the EEC event can be simulated and rehearsed during training to enhance performance in the field. An initial script should be critically assessed and improved by the team of EEC event organizers and facilitators. In the course of preparing the scripts, all the provisions for quality management plans are put into play that have been elaborated earlier. The latter specify responsibilities and tasks for team members planning the EEC event.</p> <p>The moderator should use the sample script (page 45, MOVE Manual) to explain the basics of preparing a script. For example, it is recommended that participants first experience a given problem or issue by themselves first and apply it to their own working situation before when technical inputs and presentations are provided. Also, the sequence of plenary – working group – plenary is maintained throughout an event. The 'hard facts' of a given issue should be preceded by a working group reflection phase. This way is much</p>

SPACES

ToT on EEC & MOVE Manuals in Mongolia

more interesting and attractive as they can start from their own points of views and opinions. The degree and participation in the discussion is much higher in comparison to having a mini-lecture or PowerPoint presentation first. In addition, inputs appear not as something a resource person has said but as something that the participants themselves have elaborated. In the script, you should regularly alternate the group composition, the tools and media you use and the moderator in charge. This increases concentration, curiosity and the attractiveness of inputs provided. A team building exercise is recommended by the end of the first day of a longer event as participants do not know each other well at this point and learn about each other's strengths and weaknesses under stress and the different roles individuals assume in teamwork. By the end of a day, participants indicated their satisfaction with the event on the mood barometer, which helps evaluate the event.

Working group task

Next, a working group task is explained, for which participants have almost a day to discuss, elaborate and present results. An empty template for a script (page 65, MOVE Manual) should be used for this purpose. Participants are split into 3 groups to discuss and present in a visualized format results related to the working group task:

"Please plan and script in detail a 1-day environmental outdoor event in a remote area. The topic is "Cashmere Goats and the Risk of Overgrazing", and the target groups are (1) school children aged 6-16, (2) local authorities, young women and old men in separate groups. In addition, specify the training needs in terms of types, topics, and duration of training."

Remarks

The scripting task can be made more entertaining by formatting it as a mock competition. For example, the moderator could announce the task as a tender, in which the working groups participate as consulting companies. Their presentations will be evaluated by a VIP against the following criteria: (1) logical structure of ideas, (2) clarity of design, (3) quality of presentation, and a winner of the tender will be declared.

During all working group sessions the moderator should alternate between groups, providing **advice, guiding and coaching**.

Module 7	Training Evaluation & Follow-up related to the EEC and MOVE Manuals	Day 5
Learning Unit 10	Next Steps and Evaluation of Workshop Objectives, Script, Methods & Tools	Session 4

Learning Objective The last module of the training workshop clarifies **next steps** after the training and **evaluates** the workshop itself. Participants discuss and determine the follow-up once the training is over, and together they **practice** a selection of evaluation tools to assess the workshop's objectives, script, methods and tools.

Methods applied Buzz groups and visualized presentation of buzz group results, M&E exercises in plenary

Means needed MOVE material (see Unit 1)

Duration total of up to 90 minutes over 1 session on Day 5:

up to 30 min. for buzz group task 6 on next steps,
up to 30 min. for evaluating the workshop's objectives, script, methods and tools,
up to 30 min. for certificates.

Proceedings Participants discuss and determine **next steps after the training** are split into 3 groups to discuss and present in a visualized format results related to working group task: *"What are the next steps after the ToT in relation with the EEC and MOVE Manuals?"* This is important to keep in mind that the ToT on the EEC and MOVE Manuals is just a first step, and that more training and practice are needed to enforce the related learning processes.

Buzz group task 6

In order to assess the participants' expectations and the learning objectives of the workshop, the moderator should evaluate whether

- the workshop's learning objectives were met,
- participants' expectations and fears expressed on the first day were met and avoided, respectively,
- future similar workshops should be prepared in an improved fashion.

This is when the objectives and expectations boards kept in storage from the first day should be presented again, complemented with a rating matrix so that the participants can compare the aims with the achievements made during the event. A combination of various evaluation instruments can be used, for example

- a questionnaire to be filled out anonymously,
- a prepared chart (PRE – Participatory Rapid Evaluation) with topics

SPACES

ToT on EEC & MOVE Manuals in Mongolia

such as content, methods, moderators and resource persons, food, venue, etc. to be ranked individually by means of dots,

- a matrix with single-dot or multi-dot questions referring, for example, to the degree of learning success and mood or to topics or resource persons rated most relevant keywords collected based on questions such as “What did I like?”, “What did I not like?”, “My suggestions for the rest of the workshop”,
- a plenary discussion on certain main topics derived from the keywords collected or on a general topic such as “What will you do differently when you do your next EEC event?”

PRE Matrix

	--	-	0	+	++
o1 - Food					
o2 - Facilities					
o3 - Methodology					
o4 - Moderation					
o5 - Content					
o6 - Outcome					
o7 - Group Dynamics					
o8 - Success Chance					
o9 - Duration					
1o - Daily Schedule					
Total					

The moderator should mention that most of these **tools** can also be used in any EEC event context.

It is essential that a **plenary discussion** on the interpretation of the evaluation results is stimulated and that moderators and organizers offer a personal reaction to those findings in a factual way.

Finally, the moderator hands out the **certificates** to the participants in a closing ceremony.

Remarks

This kind of rapid evaluation will just provide **trends**, not profound analytical depth. In order to avoid group pressure, the ‘dotting’ should be done with the board turned to the wall and by groups of 3-5 participants after the other, possibly when they walk out of the room.

As this session takes place at the very end of the workshop when the mood is on 'departure' and 'good bye', in case of **handed-out questionnaires** these should be short (not more than two pages) and should be dealt with first and in plenary.