Environment-We care today for tomorrow

ProCEEd

Promotion of Climate-related Environmental Education

Environmental Education and Communication in Laos

Getting Ready for Departure - Preparing the Team

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Preface

The Promotion of Climate-related Environmental Education (ProCEEd) project is a German cooperation initiative implemented by the Lao Ministry of Natural Resources and Environment (MoNRE) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The project aims at improving knowledge, attitudes and practices regarding the protection of biodiversity and the environment, and the adaptation to climate change in Laos. To this effect, a wide range of national mass media, community communication channels and non-formal education activities have been combined in a multi-year Environmental Education and Communication Strategy (EECS).

To ProCEEd, environmental education and communication (EEC) means the planned and strategic use of learning and communication processes to support policy making, public participation and the implementation of activities geared towards sustainable development. This involves two-way social interaction that enables people to understand key environmental factors and their interdependencies, and to respond to environmental challenges in a competent way. EEC does not aim at information dissemination alone but at a shared vision of a sustainable future and community-based action and learning of skills to solve or prevent environmental problems.

This approach is based on several interrelated elements:

• learning by doing in an interactive, practice-oriented way,
• communicating through a combination of information and 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 is attractive to the learners and communities who are to gain knowledge or change attitudes and practices.

Why this manual?

The three volumes of this manual will enable the Lao Ministry of Natural Resources and Environment (MoNRE) to continue managing and implementing environmental education and communication activities, and to provide related training and coaching. In a joint effort since 2013, MoNRE and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH have gained vast experience and developed standard operational procedures for environmental tours, using a bus and a truck outfitted for educational purposes. In the context of ProCEEd, the two organizations have also organized numerous environmental education and communication activities with civil society organizations (CSOs) and journalists in print and broadcasting media. This documentation of experiences and recommendations will safeguard these results and the impacts achieved.

The recommendations, methods and tools presented in this manual will also serve as orientation for MoNRE partners, such as the Participatory Development and Training Center (PADETC/Mind Media), the Mobile Conservation Unit (MCU) of the National University of Laos (NUoL), and other government and civil society organizations in Laos that are engaged in environmental education. We are convinced that these and similar organizations can use the proven methods and tools described here to create and implement their own environmental education activities.

Some of the methods and tools in this manual are very specific to Laos and the MoNRE project context in which they were used, e.g., the environmental bus tours as one possible format for environmental education. Other methods and tools are rather general and can be used for different types of environmental education, such as in-class trainings, World Environment Days, information evenings or other learning events, which organizations in Laos and other countries may want to conduct.

Who is this manual for?

A variety of people will find useful information in this manual: managers, trainers, facilitators, field workers, and journalists. **Vol. 1 and Vol. 2** have been developed primarily with MoNRE and its partners – PADETC/Mind Media and MCU – in mind, which have operated environmental bus tours together with MoNRE and GIZ. However, all volumes are structured and written in a way that makes their content relevant and useful for all organizations that are interested in non-formal environmental education, whether in Laos or in other countries. This is particularly true for **Vol. 3**, the toolbox, which contains a variety of specific, interactive learning activities.

Vol. 1 and Vol. 2 mainly address managers of organizations that are interested in the big picture of approaches and concepts for environmental education. They may look for ideas and ways of how to organize environmental education processes (**Vol. 1**) and how to train the staff involved (**Vol. 2**).

Vol. 3, the toolbox, is for the actual moderators of environmental education trainings and events, in the classroom or with communities in the field. Experienced moderators may want to pick interesting tools from the toolbox, without necessarily checking the organizational and training aspects described in Vol. 1 and Vol. 2. Less experienced moderators, in turn, will find detailed step-by-step descriptions for each tool, for guidance or as a reminder.

What does this manual contain and how is it structured?

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 environmental education classroom events or with communities in the field.

Vol. 1 People and the Environment is about the learning journey people undertake in their efforts to protect the environment. The volume begins with a process summary of ProCEEd's environmental bus tours as one possible format for environmental education. Subsequently, more general steps and processes are described that help organize other educational formats such as in-class trainings, workshops, information evenings, or learning events at a conference or festival.

Vol. 2 Getting Ready for Departure describes the process of basic training and coaching regarding the philosophy, methods and tools used in environmental education. 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 education journey.

management level
training level
tools level

Vol. 3 Discoveries Along the Way is about proven methods and tools related to non-formal environmental education. 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.

What all volumes have in common is their foundation in education for sustainable development, their pillars regarding non-formal environmental education and environmental journalism through mass media, and their overall orientation to the 10 key FACTs for five environmental topics, as well as the 10 steps of an integrated Environmental Education and Communication Strategy (EECS).

How can this manual be used?

On the one hand, this manual provides a process-oriented case study from Laos on a variety of environmental education activities that have been organized and implemented over a longer period of time.

On the other hand, it can be used as a collection of inter related environmental education and communication methods and tools, which interested parties can combine and integrate into a new case of taking people on a learning journey to protect the environment.

**10 FACTS
10 EECS Steps**

Environmental education

Environmental journalism

EDS – Education for sustainable development

The different volumes of the manual may well be taken up by different user groups. For example, managers may only read Vol. 1 and 2 because they are more interested in the management and human resources development aspects. Facilitators, field workers or volunteers may only read Vol. 3 because they are looking for guidance and new tools to use in their work.
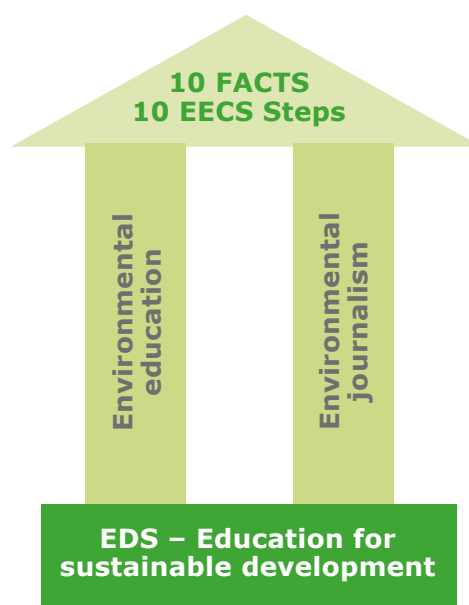
Introduction

Vol. 1 People and the Environment describes the preparation and processes an organization needs to facilitate when planning and implementing environmental education formats such as ProCEEd's environmental bus tours, trainings or workshops. The volume at hand, **Getting Ready for Departure**, is about the skills and competencies that staff and volunteers need to develop to be able to facilitate environmental education, training and coaching activities.

The volume describes the main trainings which all volunteers need to attend to prepare for the tours. These basic training and coaching activities make the volunteers familiar with the philosophy, methods and tools used during the respective environmental tour.

Who wants to eat Mangos has to plant a tree. Who wants to be a leader has to learn.

Lao proverb

They learn facts about the environment, facilitation and moderation, monitoring and reporting, various types of theater, and interactive, informative and entertaining games and exercises. This investment in human resources is necessary to prepare the teams for taking government and village people on an environmental education journey.

To date, the preparatory trainings for the environmental tours, described in this volume have been jointly coordinated by GIZ, DEQP, PADETC/Mind Media and MCU. In the future, other organizations may join in as the scope of themes and locations for tours may be expanded. Other organizations may want to plan for different themes and different locations. However they, too, will need to provide training and coaching to prepare their teams for taking on environmental education tasks.

In every case, organizations will need to do a context analysis of the type of environmental education activities they intend to do, and to set up a work plan and budget. They will need to inform staff and partners about their planning parameters, so that calls for staff and volunteers to participate in the training can be made. Together with the recruited teams, the organization will then define in more detail the topics to be covered by the environmental education activities. Selected team members will develop

the content, curriculum, tools and an initial script for the planned events, e.g. a workshop, an information booth at a festival, or other activities. If a theater play or other special events or art performances are to be part of the program, these will require additional preparation and training.

The type of training and coaching required to prepare teams can differ considerably, depending on the specific environmental education formats and events. This volume will only describe **environmental tour preparation trainings**.

There are four different types of trainings that all tour volunteers have followed and will need to follow to get ready for departure:

MOVE – Action learning workshops are organized by ProCEEd and constitute the basic training on participatory, interactive communication and learning methods. These methods motivate and empower learners to increase their knowledge, change their attitudes and take action for sustainable development.

ProCEEd tour preparation workshops are organized by ProCEEd and include an evaluation of the previous tour. They are used to provide details of the 10 FACTs that are relevant to the tour's theme, coach the volunteers to improve their presentation skills, and to develop and rehearse the scripts for village and government tours.

PADETC/Mind Media village tour workshops are organized by PADETC/Mind Media for the village tour volunteers. They are used to discuss technical information about environmental topics and about the process of each activity to be implemented in the field. Team building sessions sometimes complement the program, aiming at integrating new volunteers and fostering mixed teams that involve members from DEQP and PADETC/Mind Media.

Introduction

1 see IEED, Participatory Learning & Action, 1995 at http://pubs.iied.org/pdfs/6021IIED.pdf
2 see David Kolb, Experiential Learning: Experience as the Source of Learning and Development, 1984
3 see Peter Senge, The Fifth Discipline, 1990
4 see UNESCO, Education for Sustainable Development, 2013 at http://unesdoc.unesco.org/images/0024/002474/247444e.pdf
5 see http://www.laos-proceed.com/Manual/move-manual

Theater workshops are organized by ProCEEd in cooperation with theater specialists. DEQP and PADETC/Mind Media volunteers learn, adjust and rehearse a play based on a previously developed script and the use of corresponding props.

The organizational and logistical aspects of these workshops are described in Vol. 1. All the four types of training are guided by action learning principles. Different people use different terms for "action learning". We all know "learning by doing" from our childhood. Some education experts call it "participatory learning and action" (PLA)[1], "experiential learning"[2], "team learning"[3], or "education for sustainable development" (ESD)[4]. As shown in the adjoining text box, these principles are also deeply rooted in Asian traditions.

One method that integrates many of these features is MOVE – Moderation and Visualization for Group Events[5]. This is a participatory, interactive approach to teaching and learning that motivates and empowers learners to increase their knowledge, change their attitudes and take action for sustainable development. MOVE has become a cornerstone of all ProCEEd training activities, as it emphasizes collaborative learning by doing. Specifically, participants learn to make decisions together and implement environmental education activities as a team.

Because MOVE stimulates all the senses, it is sometimes called the 3H approach of adult education. The 3H or Heads-Hearts-Hands symbolize cognitive, emotional and practical learning – knowing, feeling and doing. In development communication and social marketing, which ProCEEd uses in its Environmental Education and Communication Strategy (EECS), this relates to KAP – knowledge, attitudes, practices.

MOVE combines education, entertainment and visualization. Environmental knowledge, the **What**, is communicated by means of specific didactical methods and tools, the **How**. This effectively fosters understanding, learning and remembering environmental education messages, both by volunteers in ProCEEd trainings, and by their target groups in the villages and towns throughout Laos.

"Have a look at the MOVE seating arrangements in Vol. 1, page 59"

Using MOVE or similar interactive adult education methods, you may first notice the hardware – the boards, cards and pins etc. – which differs from conventional top-down classroom settings. The real difference, however, lies in the emphasis on the creative and intellectual potential of every individual. The approach involves all participants in the collaborative process of consensus building – not just the typical few who otherwise tend to dominate meetings. Full participation fosters individual creativity and activates the collective pool of knowledge and experiences. The result of this process is best summarized by a motto that is often heard in moderated events: Nobody knows everything – everybody knows something.

This is important, because most adults learn voluntarily. Their motivation is highest when they can make their own choice about what and how they learn. They learn best when resource persons and support materials relate to their personal situations. Also, adults learn most by sharing experiences with peers, assisting each other, and enforcing team work. Finally, people best learn and remember things they developed, articulated and, ideally, visualized by themselves. This is particularly true for participants who cannot read or write, which is often the case in remote communities.

MOVE is both a method and a toolbox. A method is a series of steps that leads to knowledge. Tools are parts of a method that can be used to achieve a goal, e.g., presentations, working groups, case studies, or visual aids in education. The use of tools has to be explained and learned, just like you have to know how to use a hammer – otherwise you will end up twisting nails or injuring your thumb.

By three methods we may learn wisdom: First, by reflection, which is noblest. Second, by imitation, which is easiest. And third, by experience, which is the bitterest.

Confucius

MOVE is based on three working principles: moderation, visualization and experiential learning, which are used throughout any learning event. Instead of instructions

and inputs from experts or teachers, MOVE builds on each participant's knowhow and experience. This potential is tapped and shared with the help of guiding questions by a moderator, visualization on cards pinned on boards, and much time devoted to group discussions and other forms of interaction.

The main features of MOVE can be summarized as follows:

Transparency in decision making

Participants trust in a participatory process only if their opinions are taken seriously and become part of decision making. Moderators should therefore be transparent about why they proceed in a particular way, why particular contents have been chosen, etc.

Needs orientation

Educational activities make sense if they focus on the needs of the participants. It is therefore important to identify those needs together with the participants, at the beginning of an event or even as part of its preparation.

Cooperation & participation

As each idea counts, there is fair dialogue without domination or hierarchies. Different experiences are equally important. Individual, group and plenary work are inspired by mutual assistance, which stimulates the capacities and talents of each and every participant. This allows building on the participants' strengths and helps reduce their weaknesses.

Learning by self-reflection

Encouraging participants to reflect on their own behavior, in group work, exercises, or role plays, helps them better remember the lessons learned. This provides starting points for problem solving in comparable situations.

10/60/30 rule

The following rule of thumb for different types of work is based on experience in adult education: Theoretical inputs should be limited to an absolute minimum (10%). Additional background information can be provided on handouts for out-of-class reading. The largest share of the time should be devoted to participatory games, exercises, group

work, role plays etc. (60%). Sufficient time should be reserved for discussions and con-clusions about the participants' experiences and learning (30%).

Moderation and visualization

Various ways of visualization are used to maintain the participants' attention. Keywords or phrases are written on cards that everybody can read and see. This helps people get to the point, avoids monologues and provides documentation. Flipcharts, multi-media projection, films, drawings or other visual aids are also used. Trainers should encourage participants to take over key roles, such as giving short inputs, guiding group processes, leading discussions and visualizing discussion results.

Evaluation

The step-by-step elaboration of themes supports team work and provides a flexible approach to content and methods. A mood barometer and daily feedback committee ensure shared responsibility of participants, moderators and organizers of an education-al activity.

MOVE requires moderators to master four key competencies or set of skills: interaction, visualization, participation, and dramaturgy.

Introduction

- **Interaction competence** is the ability to organize and guide learning and working processes in an atmosphere of trust, respect and shared meaning among participants, moderators and resource persons. The competence ensures focused work results and, in turn, creates effective communication and problem solving.
- **Visualization competence** refers to the use of a flexible mix of of visual aids, presentations and dialogues, which support effective communication and participation, and serve as an external memory of issues and results.
- **Participation competence** means the moderator's skill to bring out the best of every individual in a group process. The complexity of problems is reflected in a diversity of views, and the best solutions are found by teams in which different sectors, disciplines, background, outsiders/locals, etc., come together.
- **Dramaturgic competence** is about "doing things right" regarding the organization of an event, including preparation, implementation, and follow-up. More importantly, it is the art of arranging the right things at the right time. Like a theater director or a music conductor, a moderator scripts an event with all the details of an evolving drama: alternation between suspense and thrill, individuals, groups and plenary sessions, experiences and recognition.

The following chapters describe in more detail the four different trainings that all ProCEEd volunteers have followed. The first is a typical MOVE or action learning workshop.

1 MOVE – Action learning workshops

A typical action learning workshop takes five days. A gender-balanced team of at least two moderators is required for a maximum of 25 participants. The overview on the next page shows a possible program for this type of workshop. You can arrange the agenda items in different ways and vary their sequence or the number of days (three days is a minimum), but the basic elements should always remain the same: 1 – Introduce the participants and the objectives, discuss expectations and present the methodology. 2 – Let the 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.

For organizational and logistical aspects of a workshop – particularly a list of materials and equipment needed – please refer to page 30 in Vol. 1.

A photo documentation of a complete MOVE workshop can be retrieved from http://www.laos-proceed.com/materials under Photo documentation

Orientation

On the first day, you should introduce the participants to each other and to the learning objectives, program and methods. You should also ask about participants' expectations and assess their skills related to moderation and visualization.

Remember that, up to this workshop, most participants will have experienced only lecture-style instructions from teachers and trainers. For many of them, this will be the first time they see a pinboard, cards and pins, and they may never have written on a moderation card with the broad side of a marker. All this new hardware, as well as the interactive and participatory learning style and the new skills that come with it, have to be introduced and practiced. Rather than teaching, let them learn this by doing it.

ProCEEd MOVE Workshop
Moderation and Visualization for Group Events

Environment-We care today for tomorrow

	Day 1 Orientation	Day 2 Organizing	Day 3 Communication	Day 4 PRA & Scripting	Day 5 Evaluation
Session 1 08:30 - 10:00	• Opening • Intro of participants' ('Photo Language') - **B** • Objectives and agenda - **P**	• Feedback Committee • Guideline for brainstorming process – **P** • Presenting, discussing and documenting in plenary - **P/E in Pl**	• Feedback Committee • Communication Barriers ('Paper Tear', 'Said-Done') - **G in WG** • Guidelines on visual aids - **P/E in BG + WG**	• Feedback Committee • Exercise on PRA tools ctd – **E in WG**	• Feedback Committee • Scripting exercise ctd. - **WG**
Session 2 10:30 - 12:00	• Participants' expectations and skills - **B** • MOVE working principles and competencies - **P** • Rules for card writing – **P + E**	• Planning & organizing an environmental education event - **E in WG**	• Visualization of factual information (pinboard, poster, role play) - **E in WG**	• Presentation & evaluation of group results - **P in Pl**	• Presentation & evaluation of group results - **P in Pl**
Session 3 13:00 - 14:30	• Guideline for working in groups – **P** • Brainstorming - **E in WG:** Elements needed for implementing a group event	• Planning exercise ctd - **WG**	• Visualization exercise ctd. - **WG** • Presentation & evaluation of group results - **P in Pl**	• Guideline on scripting an event - **P** • Scripting exercise - **E in WG**	• Roles and functions of a moderator - **BG/Pl** • Potential and limits of MOVE - **BG in Pl** • How to overcome the method's limits - **BG in**
Session 4 15:00 - 16:30	• Brainstorming ctd • Presentation of exercise results – **P** • Team Building ('Egg Drop') - **E in WG**	• Presentation & evaluation of group results - **P in Pl** • Unity in Diversity: The Horse Trader - **G in WG/Pl**	• Guideline on PRA - **P** • Exercise on PRA tools: Transect walk, community mapping, trend analysis, focus group discussion (FGD) – **E in WG**	• Scripting exercise ctd. - **WG**	• Training evaluation - **BG/P** • Certificates • Closing

B Brainstorming
P Presentation
BG Buzz Group
Pl Plenary
E Exercise
RP Role Play
G Game
WG Working Group

All the tools under **Learning & working in groups** in Vol. 3 can be used for this purpose. Whether participants express their expectations and skills, brainstorm the elements needed for a learning event, or engage in a team building exercise, they can use the boards, cards, markers and pins, and discuss among themselves all the time. This way, they learn by doing without even noticing it. However, debriefing each exercise or game, and reflecting what they have learned helps participants remember and internalize the learning process and its results.

To orientate the participants, explain the main working principles:

● Participation and cooperation

> different experiences are equally important
> each idea counts so that there is fair dialogue without domination
> individual, group and plenary work inspired by mutual assistance
> stimulation of capacities and talents

● Problem orientation

> topics related to the participants' working situation
> raising and discussing relevant questions
> opportunities for creative exchanges of ideas and views
> team work in a flexible mix of contents and methods

● Mobile visualization

> key words and phrases written on cards, legible and visible to everybody
> supporting preciseness and providing documentation
> one idea – one card
> no more than three lines per card

● Continuous evaluation

> disturbances are given priority to clarify
> gradual elaboration of issues to facilitate team work, and a flexible approach to content and methodology
> suggestion board, mood barometer and daily feedback-committee ensure shared responsibility of all
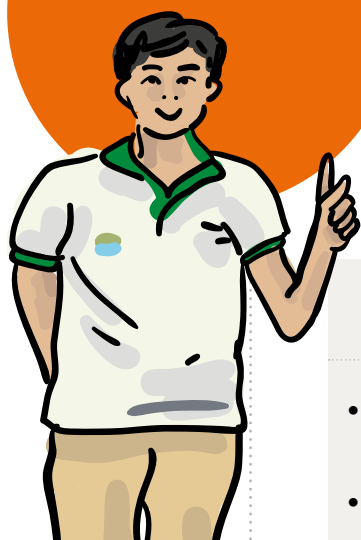
Opportunities for participants to contribute to the group dialogue and communication are very important in interactive, action-based learning. Asking questions is like using a key to open new doors in communication. Questions mobilize experience and existing knowledge. They enable the group to identify information needs, and to promote an exchange of experiences among the participants. Each new step in a group learning process should therefore be introduced by the moderator asking a carefully worded and visualized question. Here is an overview of how good questions can be distinguished from bad ones :

Good questions	Bad questions
• induce curiosity by posing open questions	• are closed, leading or rhetorical, i.e., demanding "yes/no" or obvious answers
• stimulate further dialogue	• are vague, provoking general statements
• create group understanding instead of isolating individuals	• can only be answered by an absent expert
• touch on common interests	• require evidence that is unavailable
• strategically advance the group process through personal involvement	• threaten to invade an individual's privacy or culture
• reveal aims, signify aspirations, or include an explanation of intentions and actions	• are paternalistic or suggestive
• bring out the positive qualities of a group and its achievements	• demonstrate someone's incompetence
• may be provocative or challenging, if deemed necessary or useful	• do not focus on the problem under investigation

As participants will work a lot in small groups, in the training workshops as well as in the field, the following guidelines help organize a conducive working space, ensure smooth discussion processes, and support effective documentation and presentation of discussion results. You may want to present these guidelines to the participants and display them in the room.

Guidelines for group work

- Organize a conducive working space: for example, create a semi-circle and place your materials and boards in front of you.
- Write down the question or task legibly and clarify them.
- Allocate the tasks – moderator, presenter to the plenary – and agree on procedures, timing and type of visualization.
- Prepare a schedule by estimating the time required for each step and monitoring time carefully.
- Reflect on the question individually and in silence.
- Collect the ideas on cards.
- Look at, explain, cluster and analyze the cards.
- Ask yourselves: What is missing?
- Prepare the group work results for presentation in plenary.
- Present the group's working results as a team.
- Maintain eye contact with the plenary.
- Back up visualization with creativity: role plays, involving the plenary, etc.
- All cards should only be read aloud and pointed to without any long explanations.
- Record plenary feedback on cards in a different color or shape and add those to the board.

Working in small groups encourages individuals to perform at their best to the benefit of the team. But group work can also bring about disputes and conflicts. As an environmental village tour is a very challenging form of group work, Chapter 3, on the PADETC/Mind Media tour preparation workshops, provides more information about the social dynamics of working in groups.

Organizing

The second day, like every subsequent day, starts with a feedback session about the previous day. After that, you discuss the brainstorming that participants did earlier, showing that it is actually a 10-step process, which is often used in learning events. Based on this, you may do a group exercise (see example below), asking participants to plan a specific environmental education event, so that they apply the brainstorming process to a real topic. The different groups work in parallel and subsequently compare their results in plenary.

The didactical process of environmental education consists of four different phases, which the participants go through during an event:

Orientation
The participants, objectives, program, and working principles are introduced. The subject matter and related terms are introduced and clarified. Issues and ideas are collected and selected in working groups. Team-building exercises help participants get to know and relate to each other.

Teamwork
Discussion and in-depth processing of the selected topics takes place in working groups. The moderator provides guidance on how to write, collect and structure ideas on cards, and how to organize group work.

Sharing results
The results generated in group work sessions are presented and discussed in plenary. This provides feedback on conclusions drawn by the groups, and helps participants decide how to proceed with those results.

Implementation and evaluation
This involves integrating results, formulating recommendations, or drafting an action plan. Evaluations at mid-term and at the end of a training event help assess to what extent learning objectives have been met, expectations achieved and skills advanced. Finally, the transfer of learning should be stimulated by discussing how participants can apply the newly acquired insights and experiences in their daily work.

Together, these four phases ensure regular shifts between action and reflection, group and plenary work.

In addition, here are a few recommendations for involving participants.

Guidelines for Involving Participants

- Every participant is a resource person, and every resource person is a participant.
- Each participant helps everyone else.
- Every idea counts.
- Conflicts and controversial viewpoints should be made transparent and dealt with.
- Uncomfortable feelings must be dealt with promptly.
- Use the yellow and red card technique to stop people from talking too long.
- Use action learning for making people more tolerant and receptive to other opinions.

At the same time, **general presentation rules** should be kept in mind:

- Do not speak while writing, drawing, flipping charts or changing 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 PowerPoint, put highlights or headlines on a separate board or flipchart for permanent reference.

A large part of day 2 of this program is devoted to a group exercise that relates to planning an environmental education event. The following example shows a possible task for this exercise:

Event planning exercise

World Environment Day

Please plan a one-day event for the World Environment Day on 5 June. Select a specific target group, a precise environmental topic, and appropriate learning objectives for the event. Determine the resource persons and the participants you would like to invite, and the venue, program and budget for the event.

You have 180 min to discuss and visualize what your group wants to present in plenary, and a maximum of 10 min for plenary presentation. Present the final results from your discussion on **ONE** pinboard, using any type of cards and the colored markers. All presentations will be evaluated according to logical consistency, clarity of structure and design of visualization.

Regarding card writing, you should show participants how to use the edge, not the tip of the marker, as the cards can this way be read from a distance. It may take some time for the participants to practice this, but most will learn it by doing. However you may want to do some a writing exercise and initially coach the participants, so that they can practice this new skill.

As cards are used a lot in trainings or when working with communities, you can work with variations in arranging them. Use them creatively to avoid boredom:

Tool	Procedure	Strength and weaknesses	Means needed
Cleaning school yard	Ideas are called out and written down on flip-charts by two assistants	+ no introduction + mutual stimulation - difficult to sort - individual domination	2 flipcharts and markers no longer than 15 minutes
Mind map	Ideas are recorded in a mind map structure by participants or an assistant	+ results from discussion + open to additions - unusual structure - needs familiarization	1 board and marker at least 15 minutes
Flashlight	One by one, all express their views in 1-2 sentences without discussion	+ fosters personal opinion + all express themselves - no record - danger of pushing	1 A4 paper for the question 1o-15 minutes
Autumn leaves	All walk around a question visualized on the ground, write their ideas on cards and drop them on the floor	+ movement stimulates creativity + unconventional solutions - needs a lot of time	Floor space, A4 or A5 paper at least 45 minutes

At the end of a long day, it is often a good idea to close on a light note, with a game or fun exercise. For example, the Horse trader exercise (see Vol. 3) shows that different people have different ways to look at a problem. This may be an interesting yet light conclusion of a day during which different groups have discussed the same problems, but may have approached them in very different ways. So you can wrap up by concluding that reaching consensus is not so easy – and often not necessary. Answers to a question may vary and don't necessarily have to be right or wrong. This is because complex problems such as the environment, resource management or sustainable development often have a moral, ethical, cultural or social dimension, on which more than one perspective or opinion may be valid.

Communication

On the third day, a lot of group work is on the agenda again, this time related to visualization and Participatory Rapid Assessment (PRA). Changing the composition of working groups helps participants get to know each other better and learn about their individual strengths and weaknesses. It may also be a way to ease tension or avoid difficult situations and boredom in group dynamics. There are many ways to form groups, and which one is best depends on what the groups are to achieve. Here are a few options:

Random
The easiest and fastest way to form groups is by having participants count through the number of groups you wish to establish. In this case, all individuals that got number 1 constitute group 1, all those with number 2 form group 2 etc. This composition mode is most useful during the early stages of an event, so that participants will mix up randomly and not just work with people they already know.

By choice
Participants choose for themselves in which group they want to work, based on interest in a particular subject or question. Make sure that the group composition is balanced in terms of numbers and gender.

By region or country
In international or regional workshops, and depending on the issue at hand, it may make sense to form regional groups. Analyzing a local situation is best done in groups with people from the same area.

By professional background or institution
For technical solutions or sector-specific action plans, you may want to group people who share the same professional or institutional background.

By gender, age or socio-cultural characteristics
Sometimes, it may be useful to explore different views of women and men, young and old, hard- and soft-skilled people etc., who might feel more comfortable to speak in homogenous groups.

By suggestion

In some cases, when there are specific didactical objectives, you may suggest criteria for group composition. For example, if you want a cross-fertilization of ideas, you may propose a mix of different regions, skills, or other qualities represented in that group.

Before the plenary is split up into working groups, you should discuss and agree with the participants on guidelines on the tasks ahead. You can use the above brainstorming and group work guidelines for this. Once the groups have started working, you should go around every 15-30 minutes, checking whether their work process is going well.

As on the other days, the rhythm of plenary input – group work, plenary presentations and evaluation – are part of the dramaturgic dimension of an action learning training or event:

1 general orientation and technical, subject matter inputs in plenary,
2 intensive discussion and problem or task solving among the participants in their own language in small, parallel working groups,
3 presentation and evaluation of group discussion results in plenary with all new topics and tasks concerned.

In this case, the inputs and working group tasks are related to visualization and PRA. The latter is briefly explained in the introduction to Vol. 3, and some of its tools are incorporated in the same volume.

Visualization helps translate complex verbal statements into simple visualized keywords that capture the essence of what was said. This enables an easier understanding of subject matter, opinions, and discussion results. Technical language, intercultural differences, and psychological barriers can be overcome this way. Once visualized, the participants' statements become the basis for records, photo reports, or other documents that lead to follow-up action.

People learn and remember things better if they not only hear about but also see them – either in writing or in the form of a picture. Moreover, speaking, hearing, and seeing should be complemented and enhanced by doing, as Confucius said. Visualizing verbal statements during a group process is a key element of communication and has various advantages, as it

- forces the presenter to KISS a message: Keep It Short and Simple,
- facilitates understanding and helps overcome language problems,
- increases the transparency of the group process for all participants,
- helps store ideas by keeping results easily accessible on a flipchart or board,
- provides room for people to express themselves,
- portrays facts that are difficult to explain verbally,
- increases emotional identification with discussion results.

I hear, I forget
I see, I remember
I do, I understand

Confucius

There are numerous media and communication channels for visual aids: visual or audio-visual, still or moving pictures, two- or three-dimensional, permanent or non-permanent in terms of duration, high-tech or hand-made, pre-fabricated or developed on the spot, etc. Also, there is a great variety of materials used: overhead transparencies, slides, posters, banners, drawings, photos, maps, online multimedia or PowerPoint projections, real objects, models, etc., all of which have advantages and disadvantages.

The visual aids most often used in MOVE are pinboards, flipcharts, walls, floors, and screens. To make presentations attractive, you should vary the use of these means. In a brainstorming session, for example, you may collect ideas on cards on a pinboard one day, and on a flipchart mind map the next day. However, some basic rules apply to all types of visual aids:

Environment – We care today for tomorrow

Managing Protected Areas

People in Laos depend on plants and animals in protected areas co-managed by villagers and local government

Learn more at
www.laos-proceed.com

ProCEEd

Guidelines for using visual aids

Title

All visual aids should have a name.

Structure

Less is more: the audience should be able to grasp the essence of any visual aid at a glance. Use different colors for headlines and sub-titles. Form visual blocks. Leave blank spaces, rather than overloading posters, transparencies, or Power-Point slides.

Graphical support

As pictures tell more than words, add diagrams, illustrations, or drawings to any text.

Colors

A poster or slide will look more attractive with some basic colors. Colors also help structure information, but use them selectively and systematically.

Literacy

"You see what I mean?" Visual information requires interpretation, and visual codes are not the same in all cultures. This often makes pretesting necessary.

Legibility

Visual aids should be legible from a distance of up to eight meters.

After a plenary input on visualization, the related skills are practiced in group work, for example on the basis of the following task:

Visualization exercise

"Forests, wild animals and wild plants in your area are in danger"

Please, visualize this topic using the following media:

Group 1 uses a pinboard for provincial decision makers
Group 2 uses a poster for rural people at a district market
Group 3 uses a mini-drama (role play) for a village meeting

You have 120 min to discuss and visualize what your group wants to present in plenary, and a maximum of 10 min for plenary presentation. All presentations will be evaluated according to (1) logical structure of ideas, (2) clarity of design, (3) quality of presentation.

"The most effective visual aid will not be a sophisticated PowerPoint illustration but the images you create in the heads and hearts of the participants."

You can wrap up the sessions on visualization by comparing different approaches. A mix of formats is most efficient to get your message across, because different media and communication channels complement and reinforce each other. In addition, it increases the retention rate of the audience and their understanding of what has been said or shown. As in the above exercise, the target group of your media is an important factor when designing your message: Not only what you say but also how you communicate it determines the success of your visualization. This is true for all methods of interactive adult education, from mini-lectures and presentations, to information markets and group discussions, to role plays and case studies.

Another possible wrap-up is to compare good and bad examples of visual aids:

How to use visual aids effectively

A good example

- attracts attention by stimulating the eye,
- connects something familiar to the audience (pretest!), while putting it in a new context,
- represents complex issues or processes in a simple way,
- stimulates mental images that are related to the text and the topic,
- is harmoniously composed (matching colors, spacing etc.),
- provides mutual reinforcement of written and visual information,
- uses text in key phrases only, large fonts supported by bullets, boxes or other eye-catchers,
- establishes clearly defined links between visual and text,
- stimulates dialogue.

A bad example

- causes confusion, e.g., because of information overload,
- seems strange or irrelevant at first sight,
- does not provide additional facets of a topic,
- uses arbitrary images not related to text (e.g., commercial clipart or PowerPoint symbols),
- displays conflicting images, colors that do not match or inconsistent layout features,
- text and image tell different stories,
- includes whole sentences, narrow line spacing, small fonts,
- employs unconnected distribution of images and text,
- creates a state of confusion.

In our program example, an introduction to Participatory Rapid Appraisal (PRA) has been used, based on the overview given in the introduction of Vol. 3 and the PRA tools in the same volume under "Analyzing the situation". Usually, PRA is trained in the field, and participants practice the tools directly with communities. As this was not possible in the ProCEEd context, the PRA exercise related to the training venue, where participants worked on the following task:

PRA exercise

Your task is to find out about the situation and problems related to solid waste management and recycling at ABC Hotel. Your target groups at the hotel are 1-managers/administrators, 2-chambermaids, and 3-staff responsible for waste disposal.

Please collect data on 1-volume of waste, 2-composition of waste (wet/organic + dry fraction), and 3-recyable waste (paper, bottles, plastic etc.). Also, find out which other actors are involved in solid waste management and recycling outside the ABC Hotel, e.g., municipal waste collectors, private recycling companies etc.

"Check Vol. 3 for detailed descriptions of all these tools, so you can use them with rural communities!"

Use the following 5 PRA tools on the premises of the ABC Hotel: 1-transect walk, 2-mapping, 3-FGD, 4-resource use and 5-trend analysis.

You have up to 180 min. to finalize your task. Present your results on 1-the map with the results from your transect walk, 2-a flipchart/pinboard with the results from your FGDs, 3- a poster showing the resource use, and (4) a poster showing the trend analysis.

You will have 15 min. to present your results in plenary. Your presentations will be evaluated by all participants based on: 1-logical structure of ideas, 2-clarity of design, 3-quality of presentation.

PRA & scripting

The fourth day is again filled with much group work, this time to finalize the PRA exercise and to begin with the scripting exercise.

Group work and discussions may sometimes involve conflict. If dealt with constructively, this is a source of learning and personal growth. Controversial points of view should therefore be visualized, for example with a flash. Uncomfortable feelings among the participants, or between them and the moderators or organizers, should be dealt with immediately. Talk individually to the people involved, and help them to remove tensions in a constructive way. You may also involve an intermediary from the group, but do this outside of class. Also, interactive games, exercises or role plays can help understand and deal with group tensions. The Egg drop tool described in Vol. 3 may be used to that effect. Reflecting on different roles individuals play in a group may help participants appreciate that diverse roles and views are needed to make teams effective.

Mutual respect and assistance should rule all difficult situations. Wordings like "I agree with you, *but* …" are not helpful and should be avoided. Instead, "I agree with you *and* …" helps a participant feel accepted and makes it easier for you to move the discussion into a more constructive direction. Here are a few recommendations for dealing with difficult situations:

Difficult situation… and how to handle it

A few participants monopolize discussions…

Summarize the participants' viewpoints, then move on. Ask others for their inputs. Ask the participants to hold back until a break.

A participant speaks for a long time about something unrelated to the main issue…

Ask the participant to hold back until later in the event. Summarize the participant's viewpoint and move on. Address directly that the comment gets off the subject, and restate the purpose of the discussion.

Some participants continually hold private conversations…

Use non-verbal methods to regain their attention, e.g., by direct eye contact or by approaching them physically. Ask one of them a question, using his or her name. Ask them to share their ideas with the group. Politely ask them to refrain from talking amongst themselves.

A participant expresses disagreement with what the moderator says…

Summarize the participant's viewpoint. Ask others for their opinion. Agree to disagree. Agree in part, then state how you differ and why.

Some participants do not take part at all during discussions…

Use non-verbal means to draw the participants into the discussion. Ask direct but non-threatening questions. Connect with the participants during breaks.

This day's new topic is scripting, a dramaturgical method that combines instruments such as
• alternation between plenary, group and individual work,
• group dynamics – types, roles, composition,
• seating arrangements,
• time management,
• games and exercises, and
• continuous evaluation.

The elements that you can and should vary in your dramaturgy are:

Type of interaction in plenary, group and individual work that appeal to heads, hearts and hands.

Faces regarding the active roles of moderators or resource persons.

Group composition, to ease tensions and avoid boredom in group dynamics.

Methods related to the different purposes of an event – from collecting ideas or elaboration of themes, to exchange of experiences, rating and decision-making, and reflection or documentation.

Inputs, including cognitive, theory-based texts or presentaions, as well as experiential exercises, role plays, or field trips.

Degree of participation, from low in lectures, to medium in typical group work sessions, to high in a complex exercises with time limits (such as Egg drop or Nuts game.)

Types of communication, ranging from harmonious dialogue aimed at creating shared meaning, to heated pro/con debates for decision making.

Types of visualization, material and media, such as board, flipchart, map stand, floor, OHP, PowerPoint, etc.

The aim is to create a stimulating and lively mix of different methods, media and materials. As the MOVE training philosophy builds on each participant's know-how and experience, carefully formulated guiding questions, group interaction and shared responsibility among the participants are part of that mix.

TEAM

coordinated
action

public
reflection

action

reflection

INDIVIDUAL

decision

connection

cooperative
planning

shared
meaning
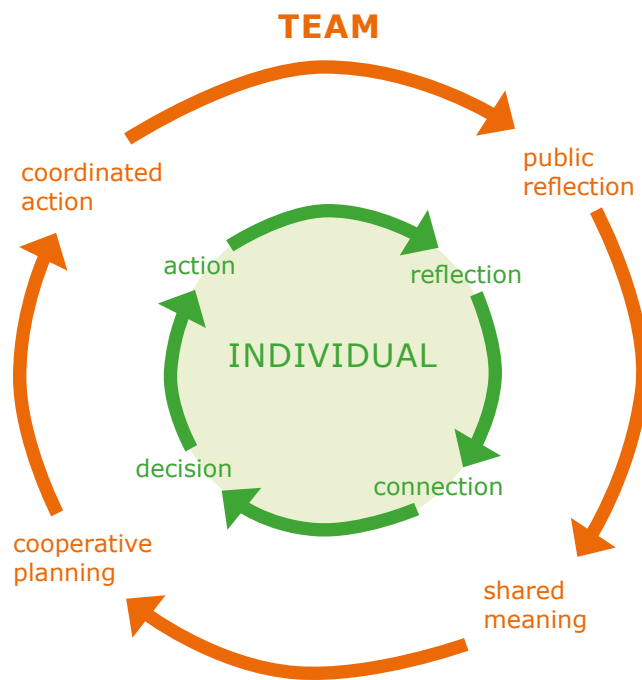
This mix needs to be translated into a detailed script. The script serves as a methodological guide for the moderator, who acts like a film or theater director. A good film director brings out the best of each member of a team of actors. The team knows that the film as a whole, as well as every individual scene, depends on the entire group and on the combined quality of their acting. This corresponds to the role of a moderator in relation to individual participants or resource persons, and to the composition of working groups.

A useful way of illustrating the interrelated nature of individuals and groups in learning and planning is the Team Learning Wheel above. The wheel illustrates how each point in individual learning has its equivalent in the learning of the team. The individuals and the team alike move from reflection to action, from abstract thinking to hands-on doing – and back again.

Towards the end of this day, you explain how to prepare a script and how the variety of MOVE elements can be composed. The script on the next page provides an example of a three-day environmental communication training for 20 participants. It covers the following aspects:

Golden thread

in terms of the subject matter, in this case: environmental communication and related aspects, such as communication barriers, environmental concepts, participation of strategic groups, ten steps of a communication strategy, media selection, message design, monitoring and evaluation, etc.

		TIME	Min	CONTENTS	GUIDING QUESTIONS	METHOD	MATERIAL	PERSON
1		o9:oo	1o	Opening				
	Orien-tation		4o	Introduction of participants	WHO are we?	Plen. pres. + disc.	Boards&cards	Susanne
			2o	Participants' expectations and skills			prepared board	
			1o	Workshop objectives and contents	WHAT are we going to do?	Plen. pres. + disc.	Board, flipchart	Manfred
			1o	Working Methodology	HOW are we going to do it?	Plen. pres. + disc.	Boards&cards	
		1o.3o	3o	Break				
2		11:oo	2o	Starter „Paper Tear", incl. debriefing	What can go wrong with communication? - What happened?, How did you feel?, What conclusions do you draw?	individual	1 A4/partic., co-mod. writes cards	Manfred
	Commun ication Problems		5o	Communication problems at work	Do you face similar communi-cation problems at work? - Problems, reasons, solutions	5 Buzz groups + plenary discussion	Boards&cards	Susanne
			2o	Wrap-up „Said - Done: Five Communication Barriers"	What are the essentials to remember?	Input + plenary discussion	beamer (OHP/ PP)+ handouts	Manfred
		12.3o	9o	Lunch				
3		13:3o	5o	EnvCom Terminology	What really is EnvCom all about?	3 WG (1 x PR, 2 x Conserv.) disc.	Boards&cards	Manfred
	EnvCom Basics		4o	Input „Definition, objectives and principles of EnvCom"		Plenary instructional dialogue	beamer + handouts, prepared boards	Manfred + Susanne
		15:oo	3o	Break				
4		15:3o	15	Input „EnvCom in the project life cycle"	What role does communication play in a project?	Plen. pres. + disc.	beamer + handouts	Manfred
	Project Life Cycle		3o	Elements, priorities and sequence of an EnvCom Strategy	If you plan a communication strategy - Which elements do you have to consider?	elements in 5 BG, discussion in plenary	Boards&cards	Susanne
			15	Intro „1o Steps Strategy"		Plen. pres. + disc.	beamer + handouts	Manfred
			3o	Exercise „Egg Drop"	What roles do you need to build a team?	Exercise in 3 WG, debriefing in plenary	1 egg, 1m tape, 20 straws, 1 pa-per x 3 groups	Manfred
				Dinner				

1   Initially, the participants, the workshop *objectives* and *program*, and the *working principles* of MOVE were introduced, and the participants' *expectations* and *skills* were assessed.

2   Participants first experience communication problems by themselves when they engage in the *'Paper Tear' exercise*. Then, they relate this experience to their own working situation in random *buzz groups*. Only *after* they have drawn their own conclusions, a cognitive input is provided by means of a *wrap-up* by the *moderator* who may use the 'Said – Done' sequence about the five major communication barriers for this shown under 'visualization competence'. The on-going sequence of *plenary – working group – plenary* starts here and is maintained for the rest of the day.

3   The 'hard facts' about EnvCom, again, is preceded by a working group *reflection* phase in which the terms at stake are *question*ed. To the participants, this way is much more interesting and attractive as they can start from their own points of views and opinions. The degree of curiosity, discovery, and *participation* in the *discussion* is much higher in comparison to having a *mini-lecture* or *PowerPoint* presentation first. Also, you should note that the *group composition* (by professional background) and the male and the female moderators changed. The participants are still in the *orientation phase* but they have also experienced already what *teamwork* and *sharing results* means. The moderator explained briefly the basics of *'brainwriting'* and *working in groups*.

4   Again, *participants themselves* identify the major elements of an Environmental Communication strategy and put them in a logically consistent order. This way, the '10 Steps' - which are often similar to the planning sequence the participants have identified - appears not as something magical generated by the *resource person's* wisdom but as something that they themselves could elaborate.

As the 21 participants did not know each other well, *'Egg Drop'* as a *team building exercise* was introduced. During the exercise, they discover their strengths and weaknesses under stress and the different roles individuals assume in *teamwork*. Again, the *group composition* (random) and the moderator changed. By the end of the day, participants indicated their satisfaction with the event on the *mood barometer.*

Basic phases

in the learning process: orientation, teamwork, sharing results, implementation, and evaluation.

Learning scenario

regarding the dramaturgical composition of all elements: plenary, group and individual work, different moderators or resource persons, group composition, methods ranging from mini-lectures to games or field trips, cognitive and experiential inputs, space and time, degree of participation, and the types of communication as well as visualization, materials, and media.

You can find an empty template for a script on page 45, as used for the ProCEEd environmental government and villages tours. There are also examples of scripts for a government and a village tour in chapters 2 and 3.

The scripting task can be worded as follows:

Scripting exercise

The role of forest, aquatic and wild animals to the livelihoods of people

The governor of Khammouane Province has requested DONRE to design a one-day event on "The Role of Forest, Aquatic and Wild Animals to the Livelihoods of People" for a maximum of 30 individuals who represent the most important stakeholders in the province. The event has **three objectives**: (1) to make the participants aware of what needs to be done for environmental protection, (2) to show positive examples of what other groups in Laos have already done, and (3) to discuss with the stakeholders what they might contribute to an integrated Khammouane environmental protection plan.

As a working group, you are consultants who have been asked to assist DONRE in scripting the event. The team with the best script will win the DONRE contract. The governor himself will be chairing the evaluation committee, which evaluates the scripts of the three consultant teams and declares the winner. He will look at (1) whether your script meets the objectives of the event, (2) the clarity of your script, and (3) how convincing your presentation is.

You have **180 minutes** to complete this task. You may use any of the provided materials. You have **ONE** pinboard and **ONE** flipchart paper to visualize your script as clearly as possible, so that the governor can easily understand your ideas.

In our program example, participants start the exercise on one day, and then finalize it and present and discuss the results on the next day.

Evaluation

The last day starts, as every day, with the participants' feedback committee. Subsequently, the working groups finalize the scripting exercise, and present and discuss their results in plenary.

In a further session, participants define the roles and functions of a good moderator, the potential and limitations of MOVE, and how to overcome the latter. Often, this results in a moderator profile:

Skillful and qualified MOVE moderators will

- turn passive recipients, who consume inputs supplied by a teacher, into active participants, who contribute and share their outputs with others,
- make participants and team members feel that "Nobody knows everything, but everybody knows something",
- convince the participants of the method by giving a good example: apply it, rather than preach it,
- set the tone of the event by managing tensions and encouraging interaction,
- use questions to initiate processes of exploration and reflection, instead of making statements that symbolize the status quo,
- not mix personal views on contents with neutral subject matter assessments,
- control their own body language and emotions,
- trust in other people's intellectual and creative potential,
- demonstrate tolerance, patience and active listening skills,
- have confidence without being arrogant, and lead without dominating,
- respect the ideas, opinions and practices of others,
- create an atmosphere of confidence and mutual trust among participants,
- flexibly adapt and modify moderation and visualization methods, instruments and sequences of steps,
- develop and use drawing and handwriting skills,
- acquire a sense for arranging space, structure, colors and other moderation elements in order to create an attractive physical environment.

The final session of the workshop is dedicated to evaluation. This provides feedback on whether the participants' needs and the workshop's objectives were met, and whether the working environment was suitable. From the beginning, you should stress that evaluation is key to the success of the workshop, and that it is a shared responsibility of moderators and participants. However, for participants to take evaluation seriously, moderators and organizers need to react to it. Responding to evaluation results requires openness and flexibility. As a reward, regular feedback allows you to refine the workshop curriculum and assists you in planning follow-up events.

Why evaluation?

Evaluation is to improve future activities step by step. Reviewing previous steps will help you better plan and implement subsequent ones. Therefore, both positive experiences and failures are useful to review.

What makes evaluation difficult?

Sincerely evaluating something always leads to the question: "What did I do or avoid doing?" Answering this question in a group requires an atmosphere of trust, which needs to be carefully built and maintained.

What is the solution?

Creating and maintaining such an atmosphere within a group is at the core of the participatory approach. It may take time, and perhaps training, for people to develop this state of mind.

There is a variety of evaluation methods and tools for monitoring the participants' reactions during an event. A feedback committee, a mood barometer, or a "What is Missing?" board are examples for daily evaluation tools. These and other tools are described in Vol. 3.

The final evaluation on the last day should be used for an in-depth assessment of the entire event. The moderator should explain the procedure and purpose of the evaluation. Aspects you may want to evaluate are whether

• the workshop objectives have been met,
• participants' skills have improved,
• participants' expectations expressed on the first day have been met,
• future similar workshops should be prepared differently.

At this point, the list of objectives from the introductory session should be presented again, and be complemented with a rating matrix for participants to compare aims with achievements. Similarly, the participants' level of skills, which they self-assessed at the beginning, should be compared with that at the end of the training, so that learning achievements can be identified. You can use a combination of evaluation instruments such as

• a questionnaire to be filled out anonymously,
• a prepared chart with topics such as content, methods, moderators and resource persons, food, venue, etc. to be ranked individually with sticky dots – an instrument which has been labeled PRE, or Participatory Rapid Evaluation,
• a matrix with single-dot or multi-dot questions referring to, for example, learning success, mood, topics or resource persons,
• a plenary discussion on selected main topics based on a preceding keyword collection.

Whichever methods you choose, the main point is to stimulate a plenary discussion on the interpretation of the evaluation results, and for moderators and organizers to offer a personal reaction to this.
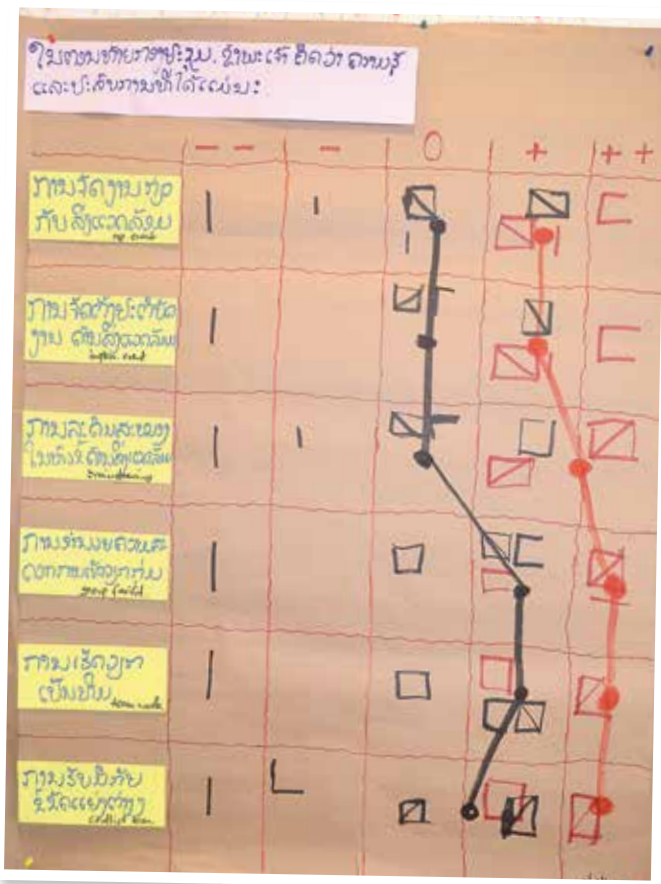
2 ProCEEd tour preparation workshops

A typical ProCEEd tour preparation workshop takes five days. A gender-balanced team of at least two moderators is required for a maximum of 25 participants. Again, you can arrange the agenda items in different ways and vary their sequence or the number of days (three days is a minimum). For organizational and logistical aspects of a workshop – particularly a list of materials and equipment needed – please refer to page 30 in Vol. 1.

Each tour preparation workshop has its own agenda, depending on topics, tools and other elements to be evaluated and planned. However, as you can see from the overview on the next page, most workshops have the following common features:

- volunteers of both DEQP and PADETC/Mind Media participate,
- village as well as government tours are covered,
- sufficient time goes into evaluating the last tour in terms of what went well and what needs to be improved,
- details of the 10 FACTs relevant to the tour's theme are explained and discussed,
- new tools related to the topic are introduced or developed, and volunteers practice the use of the tools and their presentation skills,
- the volunteers develop and rehearse the scripts for the upcoming village and government tours,
- they discuss quality management, monitoring and reporting aspects, and identify next steps before the tour can start.

ProCEEd Environmental Tours Preparation Workshop
24 – 28 August, 2015

Environment–We care today for tomorrow

	24 Aug, 2015 Last Tour Recap	25 Aug, 2015 Tour Objectives	26 Aug, 2015 Methods & Materials	27 Aug, 2015 Topics & Scripts	28 Aug, 2015 Scripts & Evaluation
Session 1 09:00 - 10:30	▪ Opening ▪ Intro Who-What-How? ▪ **MOVE Recap:** Principles, card writing, brainstorming, group work – **P** ▪ **Tour 2015 Recap:** Topics & Materials per Tour – **P**	▪ **Feedback Committee** ▪ **Tour Focus:** (1) Past-Presence-Future, (2) Cooperation better than Competition – **P+PD** ▪ **Tour objectives in terms of KAP:** Knowledge-Attitudes-Practices – **P+PD**	▪ **Feedback Committee** ▪ **Tours 2015:** Overview of available methods & materials – **PD** ▪ **Detailed inventory** of methods & materials available per target group – **WG**	▪ **Feedback Committee** ▪ **1o FACTs on Biodiversity:** bus tour poster – **P+PD** ▪ **Text analysis** of Biodiversity poster – **WG**	▪ **Feedback Committee** ▪ **Script Finalization for next tour – E+PD** completing and revising (draft) scripts for village and government tours ▪ **Scripts – P+PD**
Session 2 11:00 - 12:30	▪ **Tour Experiences in KHA, HUA:** Poster, theatre, Nuts Game – in 3 **WG** (1 government, 2 village)	▪ **KAP objectives:** What did we achieve 2013-2015? How do we know we are successful? – **WG** (3 groups: 1 government, 2 village)	▪ Detailed inventory ctd – **PD** ▪ **Briefing on audience orientation** for methods & materials – **P** ▪ **Need for additional methods & materials – WG + PD**	▪ Text analysis ctd – **PD** ▪ **1o FACTs on Co-Management** radio program – **P+PD** ▪ **Wrap-up** (Thumb Wrestling) – **E**	▪ **Rehearsal** of tour feedback/ Q&A sessions: How to encourage community involvement and deal with (tricky) questions – **B+E+PD**
Session 3 13:30 - 15:00	▪ Tour Experiences: ctd **WG +PD**	▪ KAP objectives: ctd **WG +PD** ▪ **Communication problems:** Paper Tear – **E** in P	▪ **Introduction of additional methods & materials – P+BG+PD**	▪ **Script Development for** (1) Village Tour, (2) Government Tour – **WG** separate groups for village (2 teams) and government (1 team) tours	▪ Rehearsal ctd
Session 4 15:30 - 17:00	▪ **Future Tours:** Conclusions for improvement – **BG +PD** ▪ **Teambuilding** – **E** in 3 groups plus observers, incl. debriefing	▪ **Future KAP objectives:** What are our milestones for 2015-2017? How will we know we are successful? – **WG+PD** (3 groups: 1 government, 2 village)	▪ Introduction ctd ▪ **Wrap-up** methods & materials (1-2-3 Go!) – **P**	▪ Script development ctd	▪ **Bus tour evaluation – PD** ▪ **Training evaluation – E** ▪ **Closing**

B Brainstorming
P Presentation
BG Buzz group
PD Plenary Discussion
E Exercise
Q&A Questions&Answers
G Game
WG Working group

ProCEEd

Script Template for Training and Planning
Environmental Education Events

Time WHEN	Duration (in min)	Topics/Contents WHAT	Guiding Questions WHY	Methods & Materials HOW	Person(s) WHO
Session 1	90 min				
	15-30 min	coffee break			
Session 2	90 min				
	60 min	lunch break			
Session 3	90 min				
	15-30 min	coffee break			
Session 4	90 min				

When preparing the environmental tour teams, one question always arises: Which competences and skills do trainers and resource persons need to share with participants, so that the latter will be able to implement environmental education events by themselves? Basically, this comes down to a set of soft skills, as the volunteers need to

• speak in front of an audience while controlling their body language,
• know the facts of the environmental topics to be introduced, and present them in public using 10 FACTs posters and illustrations,
• master games and exercises related to the facts,
• master, monitor and maintain the technical tour equipment, e.g., camera, projector, PA system, boards, cards, etc.,
• moderate brainstorming sessions and conclude working group discussions relating to the 10 FACTs,
• play a role in a theater drama related to the facts,
• manage problems, stress, crises and conflicts in a flexible, constructive and team-oriented way.

Last tour recap

Usually, the first day of a ProCEEd tour preparation workshop is devoted to an assessment of previous experiences, to draw lessons learned and suggest improvements for future tours. This is part of the quality management and monitoring of the tours. Split in government and village tour teams, the volunteers discuss what can be improved and how, related to coordination with authorities, logistics and invitations, communication with district and province level, teachers and villagers, bus and truck maintenance, methods, media and tools used, etc.

These assessments often result not only in lessons learned by the tour teams themselves, but also in suggestions for improvements of organization and logistics, and of methods, media and tools used. While some changes and revisions of the overall tour planning and management are small and short-term, others may be strategic and long-term. For example:

- Language barriers regarding the 10 FACTs posters and flyers were partly overcome by the development of a comic book as described in Vol. 1. While the factual flyers and posters come in a technical, scientific and legal language, the comic book uses a story and illustrations to transport the messages. It can be supplemented by a minimum of text in major ethnic languages.

- A second idea to overcome language barriers was for the bus teams to start compiling a glossary that explains how to translate difficult technical terms, scientific or legal wording into everyday language that villagers understand. However, although it seems simple, a glossary requires coordination between different teams and organizations to become become part of the shared institutional memory of GIZ, DEQP, and PADETC/Mind Media. This institutional memory will be essential for ProCEEd III in 2017-2019, when DEQP and its partners will lead the continuation of the environmental tours.

- Another recommendation was an inventory and strict monitoring of all technical systems and materials needed for a bus tour. This starts from regular checks and repairs of the bus and the truck, and covers all print and MOVE materials such as flyers, agenda, posters, pinboards, markers, cards etc. As shown in Vol. 1, individual volunteers have now been assigned specific responsibilities for equipment, sound system, theater costumes and props, handouts, and audience observation. These individuals keep and check stock, organize, purchase and install new materials, and keep monitoring records on all tour equipment using a daily checkup form as presented in Vol. 1.

Sometimes, these assessments involve an inventory of the topics, theater plays, tools and other materials that are available or being planned, as shown in the overview below, which was developed during a workshop in August 2015:

Inventory of topics, theater plays, tools and other materials available or planned

	Province	Time	Topic	Theater Play	10 FACTs Postesrs	other
available	**Khammouane**	April	Co-Management	Co-Management	Co-Management	LNR radio program on co-management
	Huaphan	May	Forest Protection, Biodiv & Wildlife	Co-Management	Wildlife/Biodiversity	Summer Film School film
	Sayaboury	June	Forest Protection, Biodiv & Wildlife	School Timber vs Forest Protection	Wildlife/Biodiversity	Summer Film School film
	Bolikhamxay	July	Waste Management	Recycling (MCU)	Recycling (MCU)	
planned in 2015	**Huaphan**	Sept/Oct 2015	Biodiversity	School Timber vs Forest Protection	Biodiversity	**1**-game & song booklet for schools **2**-professional, high-resolution photos for posters
	Sayaboury	Oct/Nov 2015	Biodiversity	Biodiversity & Wildlife related to co-management	Biodiversity	
	Khammouane	Nov/Dec 2015	New aspects of co-management	New aspects of co-management	New aspects of co-management	
planned in 2016 - 2017	**general**	2016 - 2017	**1**-repeat 'Forest Protection' **2**-dig deeper into details of some of the 5 major themes **3**-facts from **Knowledge** to **Practice**: What to do?	theater performances by village school kids (trained by LNT)	**1**-cause-effect/ negative impacts of deforestation etc. for village hall **2**-poster series on climate change **3**-poster series from **K** to **P**: What to do?	**1**-comic book based on facts **2**-photo story/cartoon booklet by village teenagers

In other workshops, the volunteer teams first shared their observations during the previous government and village tours. Here is an evaluation example from the government tours to Khammouane and Houaphan in 2015:

	Positive experiences	Negative experiences	What to improve
General experience	• Planning & allocation of responsibilities • Team understands content/message of activities • Team learns from activities • Activities are appropriate for target groups • Team is self-confident to express improved skills • Skills to lead the activities improved • Team solves problems at hand • Activities convey messages well • Participants grasp messages • Technical knowledge	• Target groups did not attend as expected • Some volunteers lack presentation skills • Some volunteers don't fully understand technical information • Some members lack responsibility regarding assigned tasks • Language difficulty Travel difficulty • Some villagers do not express opinions • Activities took place during school break	• Train the team to extract key issues and messages related to the tour theme • Produce a manual on forest conservation for schools • Improve the attractiveness of activities
Theater play	• Play content fits the topic well • Medium is visible and easy to understand • Theater provides information and entertainment • Villagers exchange opinions after play	• Some wording was not appropriate • Acting skills • Continuation between acts and characters	
10 FACTs posters	• Posters attract viewers' interest • Villagers have a chance to discuss the facts • Villagers know how to compare facts with real life • Adequate and reliable information • Poster design is easy to understand • Information is appropriate for the target groups	• Some information is outdated • Posters size is small Repeated photos	• Adjust poster size • Adjust wordings to be more appropriate • Update the information • Make the visual information correspond to text messages • Increase the questions to help the conversation

Tour objectives

Another key aspect of quality management lies in continuous monitoring whether ProCEEd's communication and learning objectives are being achieved. During tour preparation workshops, the volunteers therefore regularly ask themselves: "*What have we achieved so far in terms of **K**nowledge gained, **A**ttitudes and **P**ractices (KAP) changed on the part of villagers and government officials? How do we know we were successful? What kind of changes did we observe?*" In August 2015, for example, they came to the following conclusions:

DEQP

Knowledge	Attitudes	Practices
✓ government officials know about forest protection (FP) and wildlife ✓ confirmed by feedback from audience working groups ✓ know about benefits and livelihood impacts of FP ✓ know about rules & regulations of FP and wildlife	✓ attitude changes noticed, e.g. in reactions to theater ✓ laughing during theater ✓ audience actively exchanged ideas and presented their own findings convincingly ✓ audience actively exchanged their experiences during/ after poster presentations	✓ audience readiness to engage in bus tour activities increased over time ✓ audience used facts to spread information within their organization and to village level

How do you know you were successful?
- ✓ Audience attention
- ✓ Audiences show up regularly and in higher numbers
- ✓ Requests by non-invited organization to join the bus tours

PADETC/Mind Media

School children

Knowledge	Attitudes	Practices
✓ student explains deforestation - water runoff - landslide by comparing a bald and a hairy person when hair washing ✓ use value of tree species ✓ teachers use bus tour inputs for their curriculum at school ✓ meaning of biodiversity & wildlife conservation	✓ understanding impact (cause-effect) ✓ curiousness raised ✓ can't wait for next bus tour	✓ tree planting at school for shade and fruits ✓ taking care of trees ✓ new rules on solid waste management and replacement of plants

Villagers

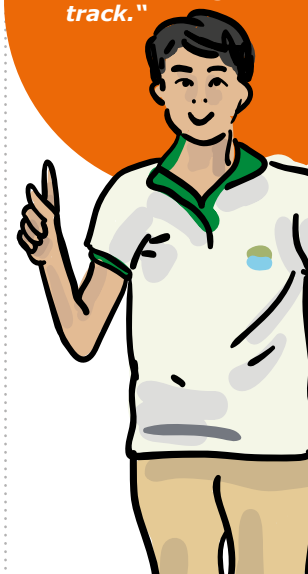| Knowledge	Attitudes	Practices
✓ experiential learning from activities, e.g. Nuts Game ✓ appreciation of traditional knowledge ✓ asking for clarification, and digging deeper ✓ 10 FACTs relevant for everyday life ✓ understanding of sustainability thru Nuts Game	✓ realization what environmental impacts their own actions have ✓ appreciation of forest & wildlife significance ✓ curiosity raised ✓ willingness to express their own views increased ✓ loss of nature causes fear and raises feeling of ownership as a motivation for taking action	✓ active involvement in forest monitoring ✓ villages set up co-management committees ✓ apply cause-effects knowledge to disaster risk management ✓ sharing information, e.g. parents-kids, village head - villagers

How do you know you were successful?
- ✓ participatory observation of changes during repeated visits
- ✓ through Q&A and focus group discussions with villagers
- ✓ reaction to Nuts game, theater when audience starts understanding a cause-effect relationship
- ✓ sense of ownership increases, e.g. photos, 10 FACTs posters or kids drawings are posted at school, village hall etc.
- ✓ number of participants increased over time
- ✓ active participation of villagers increased over time
- ✓ district government proposed additional villages to be included in bus tours

At the same occasion, the volunteers also jointly define: "What are realistic communication and learning objectives for the future in terms of KAP on the part of villagers and government officials? What kind of changes do we expect to observe? How will we know whether we are on the right track?"

"It is very important that we check regularly whether we are on the right track."

PADETC/Mind Media

Knowledge	Attitudes	Practices
✓ government officials know about the impacts of deforestation: e.g. floods, droughts, food insecurities, lack of natural resources for livelihood ✓ confidence and assurance that FP will improve village livelihood ✓ capacity building towards village self-initiative	✓ sense of ownership regarding forest and wildlife ✓ enhance understanding of cause-effects, e.g. that deforestation results in floods ✓ significance of conservation ✓ working towards an attitude that villagers can't live without natural resources, e.g. use less logs for house construction	✓ change behavior as a result of love for nature through increased knowledge and higher motivation ✓ participation in FP activities

DEQP

Knowledge	Attitudes	Practices
✓ increase knowledge on biodiversity, wildlife conservation and climate change	✓ be alert for and ready to adapt to climate change ✓ increased interest in and curiosity for wildlife conservation ✓ positive feeling towards environmental protection ✓ raise awareness on negative impacts of climate change	✓ more partners join bus tours at provincial and district level ✓ high ranking officials join tours as resource persons ✓ district and provincial authorities ready to conduct tours on their own

These exercises on the communication and learning objectives of environmental tours also serve to remind the volunteers of the standard message: "We are one team, and we speak with one voice."

Methods, media and materials

The assessment of tour objectives and quality often results in a debate about the methods, media and materials used, and the target groups to be addressed. Again, this is both an evaluation of the past and a future-oriented needs assessment. This can either be an inventory of existing media, theater plays or tools, or an assessment of newly introduced methods. In a tour preparation workshop in December 2015, volunteers worked on the following task:

Seven new media and tools were presented in plenary. Please compare them with three media and tools that we have already used and reflect the following questions:

- Are the media and tools suitable for the target groups and the specific purposes of the environmental tours?
- Government and/or village audience? Children or adults, or both?
- How many people can use the method/media at the same time?
- How easy/difficult is it to prepare/produce the method/media?
- How easy/difficult is it to get the method/media on to the bus and truck?
- What are advantages and disadvantages?

As a result, the volunteers came up with a ranking of the suitability of the ten media and tools, and defined the next steps to prepare and produce seven of them for the next tour. The ranking and steps are presented on the following page.

In other tour preparation workshops, the volunteers are first introduced to a set of newly developed media and tools – similar to the seven pre-selected media and tools above – and then practice the presentation of information and rehearse the playing of the theater or games.

Ranking - Are the new methods suitable for the Environmental Tours?

Selection Criteria

Media & Tools	Audience — one audience or different audiences	Interactivity — can media be used passively only or actively, too	Group Size — a few people only or large groups as well	Didactical Depth — learning transfer on environmental cause-effects	Production — easy or difficult to prepare/produce	Costs — cheap or expensive to produce	Management — easy or difficult to manage on the bus/truck	Total
FlexiFlan	6 adults and kids	8 active + passive	6 >5 act / >50 pass	8 any topic & context	6 design+script	6 training+design	8 just box + board	62
Giant Puppet	4 only kids	8 active + passive	2 >20 act / >50 pass	2 one animal only	8 designer needed	8 material	2 breaks easily in bus	38
Puzzle Cubes	6 adults and kids	8 active	4 >5 act / >40 pass	4 limited messages	6 designer needed	6 train.+design+mat.	4 cubes need protect.	46
Magic Carpet	4 only kids	8 active	2 >6 act / >60 pass	4 limited messages	6 designer needed	6 training+design	8 can be folded	46
Floor Board Game	6 adults and kids	8 active	2 >4 act / >60 pass	4 limited messages	6 designer needed	6 training+design	8 can be folded	46
Shadow Play	8 adults, kids, gvmt	4 passive	8 >8 act / >200 pass	8 any topic & context	4 design+script	4 train.+design+mat.	6 stage; only at night	58
Puppet Show	6 adults and kids	6 mostly passive	6 >6 act / >50 pass	8 any topic & context	6 design+script	4 train.+design+mat.	6 stage + puppets	52
People's Theater	8 adults, kids, gvmt	6 mostly passive	8 >25 act / >200pass	8 any topic & context	6 design+script	6 training+material	8 just basket + props	66
Nuts Game	6 adults and kids	8 active	6 >65 act	8 co-man; nat. res.	8 score sheets+nuts	6 training+material	8 just sheets + nuts	60
Poster Series	6 adults and gvmt	4 passive	4 >50 pass	6 cognitive level only	6 design+text needed	6 training+design	6 posters + stands	58
Multiplication Factor			**2 x**	**2 x**				

2 very low suitability
4 low suitability
6 good suitability
8 very high suitability

Media & Tools	Production of Materials	Preparation & Production			
		Storyline / Script / Content	Days	Training	Days
FlexiFlan	Production of at least 3 identical sets of: 1-flannel board (min. 100 x 75cm); 2-cutting of figures/objects from plywood/cardboard/plastic according to list by Manfred & Doklao; 3-coloring of figures/objects, 4-application of Velcro to figures/objects, 5-storage box for figures/objects	Decisions by Doklao on 1-size of flannel board; 2-material for figures/objects (plywood/cardboard/plastic); 3-storyline for "Dream Village" (adults) and "Forest Benefits" (children), incl. quality management QM by ProCEEd	1.5	Rehearsal of 1-session I (adults) 8:30-9:00 2-session II (school) 13:45-15:00 by village tour teams	0.5
Puzzle Cubes	Production of at least 3 identical sets of: 1- six cardboard cubes (min. 30 x 30 cm); 2-professional photos/illustrations (min. 24 <of 36>cube faces) related to "FP & Nat. Disasters"; 3- application of photos/illustrations/texts on to 36 cube faces/set, 5-storage box for cubes	Discussion with DEQP on 1-short texts/ slogans/key phrases related to "FP & Nat. Disasters" for at least 12 cube face; 2- arrangement of puzzles on cubes, incl. QM by ProCEEd	0.5	Rehearsal of puzzle cubes by government tour team	0.25
Floor Board Game	Production of at least 3 identical 'carpets' with board game: 1- design of game plan (min. 180 x 180 cm); 2-application of illustrations & texts/slogans/key phrases related to "FP & Nat. Disasters" on board game 'carpet'; 3-printed set of moderators' questions (and answers	Discussion with Doklao on 1-short texts/slogans/key phrases related to "FP & Nat. Disasters", 2- printed set of moderators' questions (and answers) to be asked to the small groups when player hits 'ladder' or 'snake' field, incl. QM by ProCEEd	0.25	Rehearsal of floor board game (to be played in small groups) by village tour team	0.25
Puppet Show	Production of at least 2 sets of 1-additional/new types of puppets in line with "FP & Nat. Disasters"; 2-stage backdrop; 3-printed sets of script for all puppeteers	Doklao decides on 1-types & material of puppets; Doklao develops 2-puppet theater storyline & script related to "FP & Nat. Disasters", incl. QM by ProCEEd	1.5	Rehearsal of puppet theater by village tour team	1.0
People's Theater	Purchase/production of at least 3 sets of 1-additional/new types of props/costumes in line with "FP & Nat. Disasters"; 2-stage backdrop; 3-printed sets of script for all actors	LNT trainers develop theater storyline & script related to "FP & Nat. Disasters", incl. QM by ProCEEd	3.0	Rehearsal of theater by village and government tour teams	4.0
Poster Series on "FP & Nat. Disasters"	Professional photos related to the 10 FACTs selected; printing of A0 tour posters and A2/A3 hand-out posters	Text based on 10 FACTs pre-selected* by DEQP & Doklao	1.5	Rehearsal of poster presentation by DEQP & Doklao	0.5
Nuts Game	Score sheets have to be photocopied in sufficient quantity	./.	./.	./.	./.

Topics

The assessment of media, methods and achievements allows the volunteers to learn and come up with more effective activities. Based on this, they can start working on the main theme of the next tour. Usually, at least one day of each tour preparation workshop is spent on learning the facts about the new topic.

In December 2015, for example, the DEQP and PADETC/Mind Media teams improved their skills for the 2016 village and government tours. The main theme for these tours, from February to May 2016, was forest protection and natural disasters. Two experts from different GIZ projects introduced technical and background information on this topic, which participants then discussed and analyzed in small working groups.

Forest protection and natural disasters was a combination of two themes that the volunteers knew from earlier tours: Forest protection and climate change. The volunteers therefore only needed to put the information from the two existing 10 FACTs flyers together, to produce one new series of information boards, and to practice their presentation under tour conditions.

However, new themes for future tours usually have to be developed, taught and practiced. As explained in Vol. 1, MonRE and GIZ experts collect the most relevant information on these themes and summarize them in 10 key FACTs that fit on small folded pocket flyers. The 10 FACTs for each of the five current themes of ProCEEd are published on the project website[6]. Before the 10 FACTs are transferred to learning boards, the related text and photos are analyzed by the volunteers. They discuss all the facts and point to further explanation requirements where the text is not fully clear in terms of environmental or policy context. Specialists from MoNRE, NUoL or international development or environmental organizations are also invited for technical presentations and discussion.

6 see http://www.laos-proceed.com/materials under Flyers & Brochures

Subsequently, the volunteers check the wording of the Lao translation of the 10 FACTs, because it is them who will present the information to the government and village communities. In this, they often encounter language barriers, as technical or legal terms are not always understood by government officials or community members. Therefore,

in formulating the key points for the learning boards, the volunteers have to look for wording which their audience will understand.

Beyond the text and its scientific, technical and legal meaning, there is also a need to translate the 10 FACTs into visualized, interactive learning aids such as illustrations, a comic book and/or non-formal education games and exercises like theater plays (see Chapter 4 below) or the Nuts game (see Vol. 3). Also, the use of these tools has to be learned and practiced – all of which takes time.

Scripting

A key element of every tour preparation workshop is scripting the next tour. This is where the volunteers use their newly learned information and educational skills, to bring all the communication and learning objectives, quality considerations, rehearsed exercises, games and theater plays together in a consistent tour program and work plan.

Arranging all the different elements in a meaningful order that encourages environmental learning of young and old, government officials and village communities alike is not easy. As time on the tours is limited, you need to set priorities. The activities must 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.

It often takes an entire day to prepare, discuss and revise the script. This includes practicing critical program phases, for example, the feedback and reflection sessions with the target groups that follow all presentations, execises and games. Also, dealing with tricky questions about the tour's main theme can be simulated and rehearsed during this day, to prepare the volunteers for performance in the field.

An empty template for a script that has been used for the ProCEEd environmental tours is provided in Chapter 1. Split in government and village tour teams, the volunteers use the template to prepare their next tour. An actual script of a government tour that was arranged by DEQP is shown below. Its equivalent for a village tour by PADETC/Mind Media is provided further below in Chapter 3.

For more tour scripts, please contact the ProCEEd project at DEQP

Once an initial script has been developed by a team of volunteers, it should be peer reviewed by other teams and/or by trainers. For example, the red cards and flashes in the overview shown below indicate critical points that required further consideration, revision and practice – mostly in terms of timing. Originally, the team had put energizers in the first session of the event, where they are not really needed. The cube puzzle (see Vol. 3) had been positioned after the group discussion, although this exercise is better suited as an opener before a theme is discussed in more detail.

Forest Protection and Natural Disasters				
Activity	**Content**	**Method**	**Time**	**Person**
Introduction Objectives	Forest protection & natural disaster	Presentation	30'	
Cube puzzle ⚡		**Puzzle game in buzz groups**		
Group discussion	What forms/types of natural disasters are there?	**Discussion in 2 working groups; debriefing in plenary**	50'	**Whole team**
	What is the relationship btw natural disaster and forests?			
	How can forests help us cope with natural disasters?			
10 FACTs ⚡	Forest protection & natural disaster	Poster presentation	90'	**FACTs CC: 6,7,8,9,10 FP: 4,5,6,7,10**
Theatre play ⚡		Performance		
Conclusions	All activities	**Presentation**	10'	

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 government and villages tour team members (see Last tour recap and Tour preparation in Vol. 1).

Sample government tour script

Session	Duration	Topic	Guiding questions	Methods & Materials	Responsibility
Session 1	30 min	• Opening & Intro • Recap of past activities	• What have you learned from the last tour visit?	Exchange & Discussion	MC
Session 2	60 min	• Group discussions on the topic of Biodiversity • Game (Tiger, Goat & Cabbage)	• Why do you have to conserve biodiversity? • Please describe the value of biodiversity • Explain the risks to biodiversity • What are the conservation measures?	• Divide into 2 discussion groups • Each group to answer 3 questions • Each groups presents their findings	MC & selected team members
Session 3	40 min	• Presentation of 10 FACTs on Biodiversity Conservation in Laos	• How important is a balance ecosystem to agricultural practices? • What is the cultural value of an ecosytem? • What is the difference between biodiversity and species?	• Learning boards • Exchange and discuss with the audience	Entire team
Session 4	50 min	• Theater play on biodiversity conservation • Feedback from the audience • Closure	• What are the main messages of our play?	• Discuss and exchange with the audience • Summarize all the above activities	Entire team

Evaluation

Each ProCEEd tour preparation workshop concludes with an in-depth assessment of the event. The moderator should explain the procedure and purpose of this final evaluation. Beyond the daily feedback committee and mood barometer, it includes feedback on

- whether the workshop objectives have been met,
- whether participants' skills have improved and their expectations been met,
- topics such as content, methods, moderators and resource persons, food, venue, etc., which are to be ranked individually,
- selected topics based that are discussed on a preceding collection of key terms.

The corresponding evaluation tools are described in detail in Vol. 3.

3   PADETC/Mind Media village tour preparation workshops

These workshops are organized by PADETC/Mind Media and are targeted specifically at those volunteers that go on village tours, having been recruited by both DEQP and PADETC/Mind Media. Together, they go through all processes and activities they will use in the field. The volunteers receive additional information about environmental topics and interactive community learning processes. Above all, they prepare and practice using the educational media and tools for the tour, as shown in the overview on the next page.

PADETC Environmental Tour Preparation Workshop
27 Feb – 03 March, 2017

Environment–We care today for tomorrow

	27 Feb, 2017 **Planning**	28 Aug, 2017 **Boards & Theater**	1 March, 2017 **Theater & Games**	2 March, 2017 **Puppet Theater**	3 March, 2017 **Script & Rehearsal**
Session 1	▪ Opening ▪ Intro Who-What-How? ▪ ProCEEd workshop recap – P	▪ Feedback Committee ▪ Script & presentation rehearsal for 10 FACTs learning boards on biodiversity conservation – WG	▪ Feedback Committee ▪ Script & acting improvements & rehearsal ctd	▪ Feedback Committee ▪ Script & material development for puppet theater related to biodiversity conservation – WG	▪ Feedback Committee ▪ Complete script & rehearsal of village tour day: community, school & evening **program**
Session 2	▪ Tour 2017 Recap: Topics & Materials – P	▪ Script & presentation rehearsal ctd ▪ Learning board presentation – P	▪ Script & acting improvements & rehearsal ctd ▪ Theater dress rehearsal – P	▪ Script & material development ctd ▪ Script & presentation rehearsal – WG	▪ Complete script & rehearsal of village tour day ctd
Session 3	▪ List of materials & activities to be prepared – WG	▪ Script & acting rehearsal for theater play on biodiversity conservation – WG	▪ Material development & presentation rehearsal for games & exercises related to biodiversity conservation – WG	▪ Script & presentation rehearsal ctd	▪ Complete script & rehearsal of village tour day ctd ▪ Next steps before departure
Session 4	▪ Team building & division of labor – PD + WG	▪ Script & acting rehearsal ctd ▪ Theater presentation 1 – P	▪ Material development & presentation rehearsal ctd ▪ Presentation of games & exercises – P	▪ Puppet theater dress rehearsal – P	▪ Next steps ctd ▪ Closing

B Brainstorming
P Presentation
BG Buzz group
PD Plenary Discussion
E Exercise
Q&A Questions&Answers
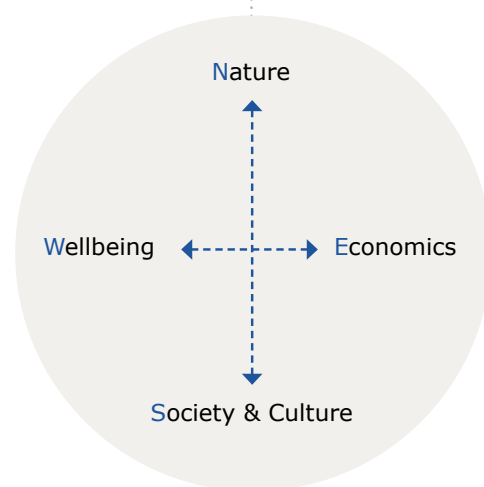**G** Game
WG Working group

The learning objectives of these workshops are to

- foster the volunteers' facilitation skills and their knowledge on specific environmental topics,
- prepare them to raise environmental awareness in rural communities, so that people better appreciate the value of nature and understand the impact of their actions,
- promote their understanding of the links between biodiversity, forest protection, climate change, a healthy ecosystem and people's livelihood, by experiential learning in nature as an outdoor classroom,
- produce learning and communication aids on environmental conservation, to be disseminated in local schools and communities,
- prepare volunteers to promote partnerships and alliances with schools and communities, so that the latter further disseminate information and implement environmental education initiatives,
- prepare volunteers to empower local communities to safeguard and promote their local culture, way of life, and traditional wisdom.

Wisdom Box

The last workshop objective is related to the so-called Wisdom Box, which is closely related to the corporate identity and philosophy of PADETC/Mind Media and this civil society organization's vision and mission regarding education for sustainable development. The Wisdom Box takes a holistic approach to social phenomena, as it looks at any issue from four different perspectives: 1-Economics, 2-Society & Culture, 3-Wellbeing, and 4-Nature[7].

The Wisdom Box could also be called a compass of life for a rural community. It helps villagers express their views about environmental and conservation themes, and explores the What-How-Why of their livelihoods as related to nature in an interactive and entertaining way.

Nature

Wellbeing ← → Economics

Society & Culture

7 see http://www.padetc.org/achievements-impacts/tools-for-education-for-sustainable-development

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The team works with the communities on the tour's major theme, e.g., biodiversity, wildlife or forest protection, looking at three interrelated aspects:

1. The **benefits** of ecosystem services related to animals and plants, overall biodiversity and forests.
2. The **threats** to biodiversity and wildlife conservation due to excessive hunting, fishing and logging.
3. The **measures** that the community and the government can take to protect biodiversity, wildlife and forests, for example, by co-management of government authorities and local people.

The infotainment approach used by the team includes theater plays, songs, drawings, posters, film or video, and other tools.

Since there are usually large numbers of participants, every day on a village tour consists of three phases:

- A **morning session** with adult community members and authorities who participate in activities from the PRA tool box, e.g., transect walks or focus groups discussions. These PRA tools are combined with and enriched by the PADETC/Mind Media Wisdom Box. The basic idea is that people learn by head, heart and hand – the 3H: **H**ead stands for cognitive, knowledge-based learning, **H**eart for affective and emotional values and attitudes, and **H**and for practical matters and orientation to action. All morning activities are recorded on video.
- An **afternoon session** at schools, where the learning cycle is organized around four information booths or stations. Each station features a different thematic element, and a variety of methods are used, e.g., film presentations, role plays or drawing contests. The children rotate in groups from booth to booth, in rounds of 30 min., so that after two hours, everyone has participated in the full cycle.
- An **evening session**, in which a video and results from the adults' focus group discussions and the children's role plays, songs and drawings are presented. Further rounds of discussion answer the question: What measures can the community and the government take together to conserve biodiversity and wildlife conservation? A theater play usually is the highlight of the evening.

Planning

At the end of the village and government tours, the volunteers reflect their findings from the ProCEEd preparation workshop. This serves as a basis for planning the next tour. The table below shows their evaluation results from the village tours to Khammouane and Houaphan in 2015:

	Positive experiences	Negative experiences	What to improve
General experience	• Villagers enjoy activities • Information well-received by villagers • Villagers understand forest conservation better • Team is united and helps each other • Team gained experience to conduct activities • Villagers cooperate well • Villagers share their own opinions in discussion	• Language barrier • Traveling to/from Ban NongMa, Vangkham villages difficult • Villagers don't understand forest conservation • Weather condition • Truck sound system • Female villagers do not participate as much as expected • Activities during school break	• Train the coordinator and village heads to know more about our project • Report back to the villages on achievements
Theater play	• Villagers enjoy the entertainment • Villagers were interested in the play • Villagers understand the message of the play	• Actors' concentration • Some actors can't portray the character well enough • Lack of acting skills among new members	• Acting training workshop • Increase the understanding about the 10 FACTs
Nuts game	• Villagers understand the message of the game • Villagers express their opinion • Villagers have fun	• Some villagers know the game and do not want to play • Some villagers think the game is not appropriate for their age • Game is too long • Villagers got injured from playing game	

The group life cycle

Small groups offer one of the most promising and safe environments for learning, organizing and social interaction. Dominant individuals cannot talk too much, shy participants dare to express themselves, and social pressure makes laid-back people work. Participants quickly learn about each others' strengths and weaknesses. Also, they typically develop ways to balance those characteristics, understanding that a group engaged in team learning is more than the sum of its individual members. Groups encourage individuals to perform at their best to the benefit of the team. But working in groups also breeds disputes, conflicts, exclusion or even mobbing. This is particularly the case on an environmental village tour, which is a long and quite challenging group process.

The PADETC/Mind Media village tour preparation workshops therefore aim at raising the participants' awareness of group dynamics within the team, and between the team and the communities. It is important for the volunteers to continuously observe the emotional state of the group, its social relationships and group dynamics. There are for typical stages of any group learning process:

Forming. The group is a set of individuals that are still getting to know each other. They start by focusing on the task at hand and its purpose. The group develops initial rules for future joint decision making and actions.

Storming. Internal group conflict prevails, while established rules are being violated. Individuals often pursue personal agendas, thus increasing frictions within the group. Conflict resolution leads to more realistic objectives, procedures and norms.

Norming. Tensions are overcome and group cohesion is growing. The individuals accept each other's peculiarities, leading to the emergence of a group spirit, of which harmony is a key feature.

Performing. Roles become more differentiated and functional, as members collectively pursue group objectives. The group's energy is directed at identified tasks. Maximum productivity is reached, so that new insights and solutions begin to emerge.

Teams should be aware that this process can vary greatly, depending on the socio-cultural backgrounds of their members. There is no blueprint for suitable interventions. Each team or group needs to establish its own rules and code of ethics for interaction among its members, and for communicating with target groups in the communities.

Script & material development

The PADETC/Mind Media tour preparation workshops also involve several days of media and tool production. For example, hand puppets and marionettes for theater plays, or theme-specific learning boards for presentations and discussions, are all produced by the volunteers. This includes purchasing the required materials and equipment. Also, the texts and concepts for short songs, dances and other games need to be written and prepared (see Vol. 3).

The environmental tours involve mobile film screening, focus group discussions, theater plays, learning boards, storytelling, demonstrations, games, and songs. With this, the village team seeks to strengthen the causal relationships between knowledge, attitudes and behavior of the communities, by simultaneously addressing all these elements in its communication messages. The aim is to link environmental issues to specific household-based action, e.g., villagers creating herbal gardens or preventing hunting practices that have a negative impact on wildlife and the balance of nature.

A script for a one-day village tour visit, including the morning, afternoon and evening sub-programs, that was arranged by the PADETC/Mind Media team is shown on the next page. The general script is usually developed during the ProCEEd tour preparation workshop, while details are added and crucial parts of the program rehearsed and revised during the PADETC/Mind Media workshop.

4 Theater workshops

Theater plays a very prominent role in ProCEEd environmental tours. The drama, puppet or marionette performances are usually the highlight of of the day for young and old, government and village audiences alike, and are among the most attractive education tools. They serve to wrap up an environmental education event by allowing the audience to reflect on the topics portrayed in the play. Watching a theater play is emotionally touching and triggers curiosity and tension, as dramatic events unfold on stage that relate to familiar, everyday situations of the audience.

Role plays and theater are very popular among environmental education practitioners because they seem 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. Yet, creating sophisticated plays of all theater forms requires developing, scripting and rehearsing a play of several acts, a stage and background design, microphones, amplifiers, speakers, stage lighting, and much more.

Sample Village Tour Script

Morning - Village consultation

Time When	Duration	Contents What	Guiding questions Why	Methods & materials needed How	Responsibilities Who
Session 1 09:00-11:00	120 min	Village consultation meeting	How to increase knowledge of families, households and individuals to conserve local biodiversity? Where to access relevant organizations and further resources that lead to adoption of more biodiversity sympathetic behavior?	Padetc's Wisdom Box and its 4 pillars: Culture, Environment, Economy and Wellbeing What, How and why? Ask people to find out the cause/effect links of the Forest-Animal-Human disaster chain Presentation & discussion of 10 FACTs posters, pictures and chart of Forest-Animal-Human disaster cycle Cycle of water production and natural disasters	MC and villagers
Session 1 11:00 - 11:45	45 min	Closing meeting	What are the key points of the consultation for a draft future plan?	Brainstorming documented on flipchart Village youth makes a PowerPoint for evening session.	MC Village chief

Afternoon - School activities

Time When	Duration	Contents What	Guiding questions Why	Methods & materials needed How	Responsibilities Who
Session 1 09:00-09:15	15'	Welcome and Introduction	What is the agenda and the topics for event with wildlife and forest?	Objectives of the school activity Team presentation: name and their role this time.	School Director Team leader
Session 2 09:15-9:30	15'	Song & dance "Forest is our life"	What is the role of the forest and the potential of the environment?	Song with guitar play (microphone, speakers, drum)	Team leader (MC)
Session 3 9:30-11:30	120'	Benefits of forest for wildlife Benefits of forest for humans Drawing contest	What are the benefits of the forest for wildlife? What are the types of wildlife, their food, characteristics and potential? What are the benefits of the forest for humans? How can we use and consume forest products sustainably? What is the best balance between wildlife, forest and humans? What should be the Forest-Animal-Humans link in the future?	Students split up in parallel groups Games: Bee's house, Tree & animal dance, Birds feeding Songs & dance: The Big Tree, Dok Lom Bai Tree Storytelling: Tiger & Monkey fighting for water Volunteers present & discuss posters, pictures and Cycle of Tree-Animal-Humans, food & forest products, cycle of water and natural disasters Students draw their dream school, present and discuss it in plenary, commit themselves to continue the dream activities at school	Volunteer team
11:30-12:00	20'	Roleplay on natural disasters Conclusion and reflection	What have you learned from activities on wildlife, biodiversity and forest? What agreement for the future do you make?	Volunteer present & discuss posters, pictures and Cycle of Tree-Animal-Humans, cycle of water production and natural disasters Student present & discuss, make commitment to continue at school	PADETC/Mind Media team MC

Evening - Community

Time When	Duration	Contents What	Guiding questions Why	Methods & materials needed How	Responsibilities Who
Session 1 19:00-19:30	15' 15'	Welcome and Opening remark Ice-breaking	What is the evening's agenda? How can the audience be entertained and motivated to join the activities?	Presentation Game: Forest and wildlife sound	Village chief MC PADETC/Mind Media team
Session 2 19:30-20:00	30'	Video on village and school	What are the achievements from community consultation and school, community plan?	Video MC presents & discusses All villagers make commitment	PADETC/Mind Media team, village chief
Session 3 20:00-20:30	30'	Game on "My forest"	What are the important types of forest conservation?	Volunteers present & discuss 10 FACTs, posters, pictures and Cycle of Tree-Animal-Human	PADETC/Mind Media team
Session 4 20:30-21:00	30'	Cartoon "The World"	How is the water cycle and natural disasters related to each other?	Video Volunteer present & discuss water cycle and natural disasters	PADETC/Mind Media team, village chief
Session 5 21:00-21:30	30'	Theater play on Tree-Animal-Humans	How are Tree-Animal-Humans related to each other?	Role play and discussion	PADETC/Mind Media team
Session 6 21:30-22:00	30'	Theater play on water and natural disasters	How is the water cycle and natural disasters related to each other?	Role play and discussion	PADETC/Mind Media team, village chief
22:00-22:10	10'	Closing remark	What is the commitment of the village?	MC presents & discusses	MC

Role plays

There are two different ways to act out role plays. One is to use them like games or exercises, relating the story to a theme of the learning process, and drawing out the didactical value in the debriefing. The other option is to have participants use a role play as an entertaining way to present results from a working group session. These can be played out, for example, as a radio or TV show, or as a typical situation between urban extensionists and rural people. No written script, costumes or long preparation process are required, but roles should be clearly assigned to the players. A brief rehearsal ensures that everyone speaks loudly and clearly, using gestures and props to make the situation more real, humorous, and attention grabbing. Also, time management is crucial. A 10-15 minute role play is usually sufficient to make a point. Such role play exercises can also be used to initiate more elaborate theater training, scripting and playing.

Theater

Since 2013, ProCEEd has been using a variety of theater forms. Drama played out by human actors – the DEQP and PADETC/Mind Media volunteers – has been the most prevalent form. More recently, shadow play and puppet theater have been introduced

and used successfully on tours, using small hand puppets (muppets) or large marionettes, whose hands or legs are sometimes integrated with the puppeteer's hands or legs. The theater plays used in any one tour cycle are the same for government and village tours.

Sample Theater Preparation Workshop

	Day 1 Script Recap	Day 2 Assignment of Roles	Day 3 Rehearsal of Roles	Day 4 Rehearsal of Play	Day 5 Dress Rehearsal
Session 1	• Opening • Intro *Who-What-How?* • **Theater principles:** Body language, performance techniques, stage production – **PD** •	• **Feedback Committee** • **Body language** – **E** • **Content & script Act 1** – WG	• **Feedback Committee** • **Body warm-up** – **E** • **Voice training** – **E** • **Role assignment** – **PD**	• **Feedback Committee** • **Body warm-up** – **E** • **Voice training** – **E** • **Rehearsal Act 2** – **WG**	• **Feedback Committee** • **Body warm-up** – **E** • **Dress rehearsal Act 1-3** with stage background & sound system – **WG**
Session 2	• **Theater principles** ctd • **Script recap:** Acts, roles & materials – **P**	• **Content & script Act 2** – WG	• **Role rehearsal** – **E**	• **Rehearsal Act 2** – **WG**	• **Dress rehearsal** ctd
Session 3	• **Body language** – **E** • **Script recap** ctd	• **Content & script Act 3** – WG	• **Role rehearsal** ctd	• **Rehearsal Act 3** – WG	• **Dress rehearsal** ctd
Session 4	• **Outline & roles per act** – PD • **List of materials needed** – PD	• **Revision of script Act 1-3** – **PD**	• **Stage background** – WG • **Rehearsal Act 1** – WG	• **Rehearsal Act 1-3** with stage background & sound system – **WG**	• **Q&A and next steps** before tour departure –**PD** • **Training evaluation** – **E** • **Closing**

B Brainstorming   **BG** Buzz group   **E** Exercise   **G** Game
P Presentation   **PD** Plenary Discussion   **Q&A** Questions&Answers   **WG** Working group

Environment-We care today for tomorrow
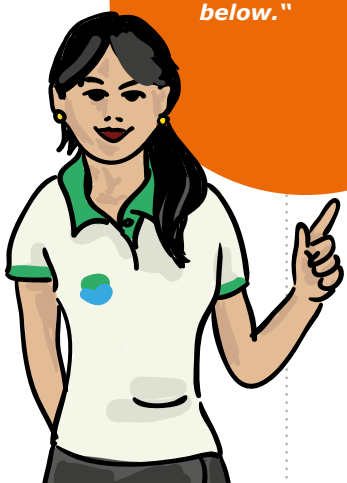
4 Theater workshops

All plays – whether drama or puppet shows – that ProCEEd uses for environmental tours are developed, scripted and extensively rehearsed during special theater training workshops. To this end, the project cooperates with theater specialists from various organizations. After a first trial with the Community Association for Mobilizing Knowledge in Development (CAMKID), many theater workshops were held with actors and trainers from the Lao National Theater (LNT). More recently, ProCEEd has worked with the Khaoniew Theater Group, which specializes in puppet, marionette and other modern types of performance. This work has been instrumental in adding creativity and flexibility to the volunteers' repertoire of theater plays and forms.

The theater development and production process takes several weeks. Up to three months before the start of a new environmental tour, ProCEED contacts the theater specialists who will train the DEQP and PADETC/Mind Media volunteers. In preparation of the training workshop, the specialists cooperate with ProCEEd to develop a script. 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 becomes part of the PADETC/Mind Media tour preparation workshop (see Chapter 3).

"See the theater outline and script on forest protection below."

The volunteers then 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. A sample agenda of a theater preparation workshop for a maximum of 20 participants is presented in the overview on the previous page. In this example, the theater form was a drama played out by human actors, the volunteers.

The theater workshop process is described in Vol. 3. 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 minutes. It should, therefore, have no more than three acts, possibly with short interludes between the acts. The storyline should be simple and easy to understand, and it should mirror village life and typical village characters, situations, problems and conflicts.

The story should culminate in conclusions or solutions, that represent positive behavior and practices and are related to the topic of the environmental education event. Edit and rehearse the script with the team during the theater workshops. Let the theater experts train and coach the volunteers in terms of body language, voice control, role acting etc. Be sure to buy and/or produce costumes and props for all actors on time, latest for the dress rehearsal during the workshop. It is also a good idea to include a few funny moments in the script, so that the play has moments of both reflection and entertainment. If possible, use proverbs, metaphors or myths that are embedded in the socio-cultural traditions of the region.

Examples for a theater outline and script

The following outline and script for a theater play on forest protection and co-management nicely illustrate how all the information required for a play is set up and put together. The outline was developed by ProCEEd in cooperation with LNT in late 2014. It was later developed further into a script, which became the basis of the text for the roles that the volunteers learned, revised and rehearsed throughout their theater preparation workshop. The play was finally presented during environmental tours in 2015.

For more theater scripts, please contact the ProCEEd project at DEQP

Outline
"Our Home – Our Future"

Storyline

The theater play is about two families originating from Village1 anywhere in Laos, which suffers from a deteriorating natural resource base. Family2 moves to Village2 in Khammouane, where they experience collaborative efforts by the government and the community to protect the forest they depend on. When Family2 visits Family 1 in Village1, they discuss the benefits and future-orientation of a healthy environment sustainably managed by the state and the people.

Topic & Key Message

The theater play's topic is forest protection, encompassing trees, animals and plants. The focus is on non-timber forest products (NTFP), particularly wildlife. The two key messages are: "People's livelihood and future depends on a sustainable use of forest resources and more collaboration between government and communities means more success in forest protection."

Acts

There are three acts in the play. In **Act 1** (stage background: deforested hills, only 4 out of 10 hills with intact forest left, few animals, hunters with animals over their shoulders, many timber trucks on the road, drought, heat), Family 1 and Family 2 in Village 1 talk about the impacts of the deteriorating natural resource base for livelihood perspectives in their village. The husband of Family 1 tries to make ends meet by poaching and selling bush meat. His teenage daughter expresses her unhappiness but doesn't know what to do. Family 2 decides to move to Khammouane (KHA) where they have relatives.

In **Act 2** (stage background: intact production and protection forest zones, many animals, water stream, shade, market with daily needs), the husband of Family 2 in Village 2 in KHA awarded his share of a fine extracted from two foreign poachers who were caught in the act by the husband. The representative of the village co-management committee (who could also be the village head at the same time) and the DoNRE representative explain in a little ceremony how the collaboration between the government and the community in protecting forest resources has successfully safeguarded a healthy environment and a balanced livelihood in the village. Happily, Family 2 realizes it has a future in this village. Consequently, husband and wife decide to have a baby and, with the extra money from the reward, visit their friends in Village 1.

In **Act 3** (stage background: only 2 out of 10 hills with intact forest left, very few animals, less hunters, still some timber trucks on the road, flood, heat), Family 1 in Village 1 quarrels with the local DONRE representative over the poaching that unrelenting husband of Family 1 is accused of. Then, Family 2 from KHA comes to visit Family 1, carrying the baby and some presents along. They talk enthusiastically about how the collaboration between the government and the community in protecting forest resources has successfully safeguarded a healthy environment and

a balanced livelihood in their Village2. The husband of Family 1 is still skeptical and insists that he will continue trying his luck individually and selfishly. But the local DONRE representative is curious about the co-management approach from KHA and asks for more information. The exchange of positive arguments and bitter skepticism between Family 1 and Family 2 reaches a climax when the daughter of Family 1 has an outburst of anger and sadness, saying that nobody thinks about her future. The DONRE representative then steps in and states that such a collaborative approach towards saving the environment and people's livelihood should be given a chance in Village 1 as well.

Between Act 1 and Act 2, and between Act 2 and Act 3, two gods appear on stage, commenting in a funny way on the actions of human beings down on earth. Before Act 2, they comment on human greed and selfishness in Village1 and wonder whether this is really the case everywhere. Before Act 3, they comment on the different situation in Village 2 and wonder whether this harmony between humans and nature and between government and community can also be achieved elsewhere.

Audience Take-Aways

It is three major points that the audience of this theater play will take home. The three points merge in the climax at the end of Act 3:

1 Lessons to be learned
The positive, collaborative example towards balance and harmony of humans and nature exemplified by Family 2 in Village 2,
2 Future & livelihood
The future orientation and aspiration for livelihood security expressed by the baby of Family 2 and the "How about my future!" by the daughter of Family 1,
3 Hope
The glimmer of hope and semi-happy end expressed by the "Let's give the collaborative approach towards forest protection a try!" by the DONRE representative of Village 1.

Roles

There is a total of 10 different roles in this theater play:

Roles	Actors
Family 1 – husband, wife, teenage daughter	3
Family 2 – husband, wife (baby in Act3)	2
DoNRE representative in Village 1	1
DoNRE representative in Village 2	1
Representative of village co-management committee in Village 2	1
Two gods	2
Total	10

Materials
- dresses for 2 rural families: 2 female & 2 male farmers plus 1 teenage daughter,
- dresses and props (incl. arm & head rings) for 2 gods,
- DONRE and village committee representatives appear in normal clothes
- stage backgrounds (see above),
- additional props: 3 x sash for men, 2 x knives, bunch of bananas & watermelon, fishnet, bag/cage for animals,
- rental of 10 sets of clip microphones.

Script
"Our Home – Our Future"
Actors/Actresses

1	Mr. Khamdoy	Husband – Farmer; Family 1 from Village 1
2	Mrs. Lae	Wife – Farmer; Family 1, Village 1
3	Khamla	Daughter of Family 1
4	Mr. Bounkong	Husband – Farmer; Family 2, Village 2
5	Mrs. Phien	Wife – Farmer; Family 2, Village 2
6	Mr. Khamphay	Representative from Village Co-management Committee
7	Mr. Somvang	Representative from DONRE, Village 1
8	(No Name)	Representative from DONRE, Village 2
9	God 1	
10	God 2	

ACT 1
Village 1 – poor livelihood, and unhealthy environment

Mr. Khamdoy *(praying)***:** Oh, God! What happened to our land? There is no rain at the right season, less wild animals and the weather is getting hot every day. So, we are suffering now!

Mr. Bounkong: What are you doing here?

Mrs. Lar: Hello, come inside

Mrs. Phien: We are here to discuss with you two

Mr. Khamdoy: Go ahead! What do you want to talk?

Mrs. Phien: We are planning to move to KHA, what do you think about this idea?

Mr. Khamdoy *(talk with Bounkong)***:** What is in your mind right now? Do you want to leave our hometown?

Mr. Bounkong: Honestly, no one wants to leave our home, but as you can see – the forest is deteriorated because of the greedy of human beings. Consequently, our land becomes a drought and we cannot even grow any vegetables. As you experience lately. Not only has the drought, our village faced another natural disaster such as the flood and less wild animals. And, how is about my family?

Mrs. Lar: We have been here since our ancestors with healthy environment and forest; it is hard to leave our home

Mr. Bounkong *(sad face)***:** True! But it was in the past. We used to have an abun-

dance of water, fish and wild animals. We also produced high-yielding crops and even picked bamboo, mushroom from the forest and sell them for our livelihood. Presently; the forest has been destroyed and the rivers consequently dry.

Mrs. Phien: You are right! Not only has the forest cut down; but people has cultivated in unsustainable way; produced low-yield crops. So, will we stay like that forever? And what is about the future of our kids?

Mrs. Lar: I am his wife; I will go wherever he goes

(Khamla is coming inside)

Khamla *(unhappy face)***:** I do not mind to stay wherever it is; but I want to a good life and get education

Mr. Bounkong: Khamdoy! At least, you need to think of your kid's future. Well; I decide to stay with my cousins in KHA. I am not sure whether it is a good place to resettle down or not; we will see.

Mrs. Lar: My husband! What is your decision?

Mr. Khamdoy *(talks angrily)***:** Wherever we move; we still depends on hunting animals; produce charcoals. If your family decide to move and then just go ahead. For me; I will insist to stay here, in this place. Let me tell you one more thing; the nature and weather depends on the gods' commands; it is not because of the causes of human beings.

Mrs. Lar: If you guys made a decision like this, I only can wish you all the best.

(2 families leave the stage)

Comedy Scene 1: Two Gods

God1: Oh!! I cannot believe that how human beings have changed their behaviour!

God2: You a god. Stop complaining

God1: Look at this! They cultivate in an unsustainable way, cut down trees and poach wild animals. So, how the forest can rehabilitate and plants will grow faster… Human beings always accuse us if there is any drought, flood, famine incidents. How greedy and selfishness human beings are!

God2: Exactly, I wonder if this case can be in everywhere else

ACT 2
Village 2: Khammouan (healthy environment, livelihood security)

Mr. Bounkong is sitting under the shades

Mrs. Phien *(holding fishnet)***:** Look!!! I could catch many fish!

Mr. Bounkong: Good!, we can sell at the market or even keep them for ourselves

Mrs. Phien: So, I will sell these fish at the market and we later can buy food

(Suddenly, the representatives of DONRE; one from Village Co-management Committee come in his house with their smiley faces)

Mr. Bounkong: Good morning, what brings you two here?

Rep. of village co-management committee: Well, we come here to express our congratulation for your excellent job *(walking inside the house)* let me introduce this guy: he is from DONRE and we are here today because we want to reward by giving money; for your assistance in protecting forest in our community, as right now we caught all poachers

Rep. of DONRE: On behalf of the government, I would like to express my thankful-ness for your cooperation and assistance to catch the bad people *(handing an enve-lope to Family 2)*. If everyone/ stakeholder can co-manages to protect our forest, we will consequently use the forest in a sustainable way

Rep. of village co-management committee: the money you received is shared money from the fine. Another share is belongs to police who caught the criminals; this money has been shared to the committee for managing and forest rehabilitation activities. Lastly, the money goes to the environment division and Family 2 thanks for the reward.

Mr. Bounkong *(discusses with his wife)***:** I am thinking of our friends, Mr. Khamdoy. I think with the extra money we received, we will visit his family soon, what you think?

Mrs. Phien: It is up to you; I do not mind.

Comedy Scene 2: Two Gods

God1: You see! The harmony of man can overcome frustration

God2: *(Appear)* Moreover, it can also revive the forest on earth. As can be seen the best practice in Village2. Because of the strong collaboration between the govern-ment and community; it results in a healthy environment and livelihood security

God1: Human beings are not as stupid as we though! They in fact are intelligent and know how to adapt the nature to suit their life; from drought into lively environ-ment

God1: So, man cannot blame us now, right?

God2: Do not think too much!!! However, I wonder if this approach can be replicat-ed to anyplace else?

ACT 3
Village 1 – where livelihood has become even poorer and the environment even more unhealthy

Mr. Khamdoy *(walking inside the house with a bad mood)***:** I cannot believe that! I have to cross 2 hills to cut trees for charcoal production. It is too far and the weath-er is getting hot nowadays. You know it is not easy to produce the charcoal, how can I sell just for 10,000 kip/bag

Mrs. Lar: Calm down, why you are always angry easily lately?

Khamdoy: You know nothing!!! I am not in a good mood that is why I am mad

Mrs. Lar: What is annoying you, huh?

Mr. Khamdoy: It's a long story…just know that it takes time to go the forest and the weather nowadays is getting worse. *(Mr. Khamdoy sees the DONRE officer com-ing to his house and talks with his wife)* Do not tell him that I am here!

Mrs. Lar: Why you want to run away? Are you afraid of him?

Mr. Khamdoy: Come on! I am not. I am older than him *(the officer comes in his house)*

DONRE officer *(talk politely)***:** Good morning, How are you; uncle khamdoy ? How is your rice harvest this year?

Mr. Khamdoy *(unhappy face)***:** we are good. What brings you here anyway?

DONRE officer: I heard that you violate the law by hunting wild animals, logging. Do you know that you break the law and you will then pay a fine? If any case happens; I cannot help you!

Mr. Khamdoy: You can say that because you have never faced a starving situation like us. But you always regulate the law and restrict us to do this and that. What should we do for our livelihood?

DONRE officer: We have the alternatives, but importantly you need to be more reasonable and listen to me.

Mr. Khamdoy: *(cutting officer's word)* Stop it! You are still like a kid, how can you teach me like this? You would better leave my house now.

Mrs. Lar: Relax! He is an officer, why you do not just listen to him first before making any debates?

(Bounkong's family visits village 1)

Mr. Bounkong: Hello!!!Is anyone is here?

Mrs. Lar: So surprised!!! You are visiting us here. *(talk with her husband)* You see… who is visiting?

(Mr. Bounkong, his wife holding a baby)

Mr. Khamdoy: Hey, how are you doing? You have baby now!

Mrs. Lar *(looking at the baby)***:** So cute!

Mrs. Phien: So, are you planning to have one more?

Mrs. Lar: Do not even talk about this, one is enough, it is hard to raise many kids as you can see the situation in our poor village.

Mr. Khamdoy: Why you said like that? You think that I cannot afford my only daughter?

Mrs. Lar: You always like that, you never listen to anyone else and always think that you are right all the time.

DONRE officer: Auntie Lar, as you can see that uncle khamdoy tries his best for the family

Mr. Bounkong *(tries to change the topic)***:** Well, here the gift for your family.

(Khamla goes inside the house)

Khamla: Hello, it is nice to see you here uncle, auntie

Mrs. Phien: What grade you are in now?

Khamla *(Shaking voice)***:** I left school because of our poor family

Mrs. Phien: Because of a suffer from this village, so we did not have any plan to have a baby; but we have a better life now. So, we have changed and listen to our local authority.

Mr. Bounkong: Listen to me, Khamdoy. After we immigrated to KHA; this place has implemented co-management approach. What it means: the collaboration between the government and community to protect the forest, wild animals. As a result, it can help to rehabilitate the forest and of course a wild animal population will increase.

Mr. Khamdoy: Yes, but you really think that all locals strictly comply the law and do not do any logging activity, hunting down the animals.

DONRE officer: Uncle Bounkong, I am really curious about the co-management, can you clarify more?

Mr. Bounkong: Listen Khamdoy! We need to respect the law and regulations. As in my village, we have implemented the co-management approach; and mainly

the community helps the government to protect forest. For example; if someone involves with the illegal activities, when they get caught and they need to pay a fine.

Mr. Khamdoy: Of course, if you could catch these criminals

Mr. Bounkong: We definitely can catch them. You know why? Because community helps to keeps their eyes in protecting their forest. If anyone reports to the police and he/she will get a share from the fine fee

Mr. Khamdoy: What? 10 million kip? It is too costly, how can people like us pay that?

Mr. Bounkong: the fine is deviation. For example: local people can pay less; while the people from other villages/areas; they even pay a higher fine. For foreigners, they will get charged even more because it is assumed that they might involve in the wild life trafficking. My wife said: 10 million kip is one part of the fine of poachers; the full fine is 40 million kip. These criminals paid this amount for the convict of trying to kill wild animals. So, you think that people dare to break the law?

Mrs. Phien: So, that is why, there is an intact forest in KHA and local people can benefit from the sustainable forest

Mr. Bounkong *(talks with Mr. Khamdoy)***:** So, you still depends on the forest by logging and poaching?

Mr. Khamdoy *(angry voice)***:** I do not care, I keep doing the same

Mrs. Lar: That's how he is.

Khamlar *(crying)***:** Daddy, you are so selfish and not open-minded; I have to quit school because of you *(crying)*

DONRE officer *(steps in and talks with Khamlar)***:** Just calm down. Your father will think sooner or later because the forest protection is essential for people's life. The co-management approach sounds pretty good; which can be a tool for forest protection and it might be the most suitable approach for increasing the harmony among human beings with nature.

*** *The end* ***

Environment–We care today for tomorrow

ProCEEd

Promotion of Climate-related Environmental Education

ProCEEd is a German Development Cooperation project implemented by the Lao Ministry of Natural Resources and Environment (MoNRE) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

The project aims at improving knowledge, attitudes and practices regarding environmental and biodiversity protection as well as climate change adaption in Laos.

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