



## Training Workshop Report on Facilitation of Participatory Decision Making



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[www.ilri.org](http://www.ilri.org)

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## 1.0 Background

Pig production is a major source of livelihoods for over 1.1 million households in Uganda. For many farmers, the pig is a living bank because it can easily be sold for cash to meet domestic financial needs such as school fees and it provides financial capital required to grow crops. Uganda's per capita consumption of pork is the highest in East Africa at 3.4 kg per capita per year. However, growth of the pig value chain is limited by various production, marketing, policy and institutional constraints. In addition, the sector has not been ranked by the Ministry of Agriculture, Animal Industries and Fisheries (MAAIF) as a priority sector in the DSIP 2010/11 – 2014/15, largely because of lack of evidence to MAAIF and wider policy makers.

Alliances in the form of pig MSPs have been established since 2014 to foster and support collective participation of pig value chain stakeholders to act and learn together towards addressing the pig value chain challenges, including gaining visibility and voice, driven by a shared vision. Through this process, stakeholders along the pig value chain come together and engage in dialogue; a conversation about the key constraints affecting the pig sector in their region and devise workable solutions to them. The MSPs are a result of a series of national consultative stakeholder meetings by L&F between 2011 and 2014 to share and bring to the fore the importance and relevance of pig value chains in Uganda.

As one of the ways of ensuring sustainability of these platforms, ILRI undertook to train 30 leaders chosen from amongst the interim committees of the national and five regional MSPs

### 1.1 Main Objectives

- Equip MSP leaders with basic facilitation skills
- Introduce participants to chart writing and the importance of record keeping for meetings

### 1.2 Training Components

- a) Welcome and introductions
- b) What is facilitation/what does a good facilitator do?
- c) Three types of meetings
- d) Stand up listening skills
- e) Paraphrasing, drawing out
- f) Group dynamics and the groan zone
- g) Stand up facilitation skills for the groan zone.
- h) Stacking
- i) Decision rules and reaching closure
- j) Gradients of agreement, meta decision

### 1.3 Participants

Participants in this training workshop were representatives of the different Multi-Stakeholder platforms, these included members from the National platform, Eastern, Central, Greater Masaka, Northern and Western platforms. In total the training attracted a total of 29 National and Regional delegates for this two days residential training workshop.

## 2.0 Training Proceedings:

### 2.1 Day one

The speaker / session's facilitator started the session by teasing the participants with a question on what they understand by facilitation. This was intended to get a feel of the participants' understanding of the topic and their expectations in this training workshop.

#### 2.1.1 What is facilitation?

Participants were divided into five groups of six people in each group was tasked to look at **the Do's** and **Don'ts** of a good facilitator .Below are the views from the different groups;

For a good facilitation to be, the following points are very important to be put into consideration (**The DO's**);

- Respect for each other in a group.
- The facilitator should be a good listener.
- He /She should be non-judgmental.
- Should be clear (understandable) and audible enough.
- The facilitator should never lose focus at any one moment during the facilitation process.
- Should encourage full Participation.
- As a facilitator you ought to be in position to assess the group needs.
- Ensure mutual decision making is reached at all times.
- A good facilitator should have clear aims & objectives set prior to the facilitation process.

The group also looked at the **DON'TS** of a facilitator and below is what they came up with after brain storming;

- As a facilitator avoid dictatorship.
- Avoid Poor time management.
- Avoid digressing as this will lead to loss of focus.
- Avoid a fixed mindset.
- Avoid use of abusive language.
- Ensure participation of all members.
- Desist from monopolizing discussions.
- Shouldn't mix teaching with facilitating.
- Lack of clear aims & objectives.
- Avoid criticism.
- Never assume ignorance of your audience.
- Avoid ignoring any opinions from the group.
- Always avoid lecturing to the group.
- Avoid very long written sentences.
- Don't take anything for granted.
- Never go / meet the group (audience) while you are ill-prepared.
- Avoid distracting the audience e.g. with provocative dressing and mannerisms.
- Don't be Shabby.
- Don't be Shy.

### 2.1.2 Types of meetings.

The participants were introduced to the different types of meetings as below. The purpose of this was to help build understanding on the set of skills required for facilitation each of these meetings

- Information dissemination / sharing meetings.
- Feedback meetings.
- Problem solving / exploratory meetings.
- Decision making meetings.
- Status updates meetings.

### 2.1.3 Listening skills.

This took a plenary trend and it's where the facilitator interested the participants into a moment of experience sharing on both effective and active listening. Very brilliant ideas were shared by the participants.

The participants were introduced to standup listening skills that included;

- Paraphrasing
- Drawing out
- Mirroring

a. **Paraphrasing:** (See excerpt below)

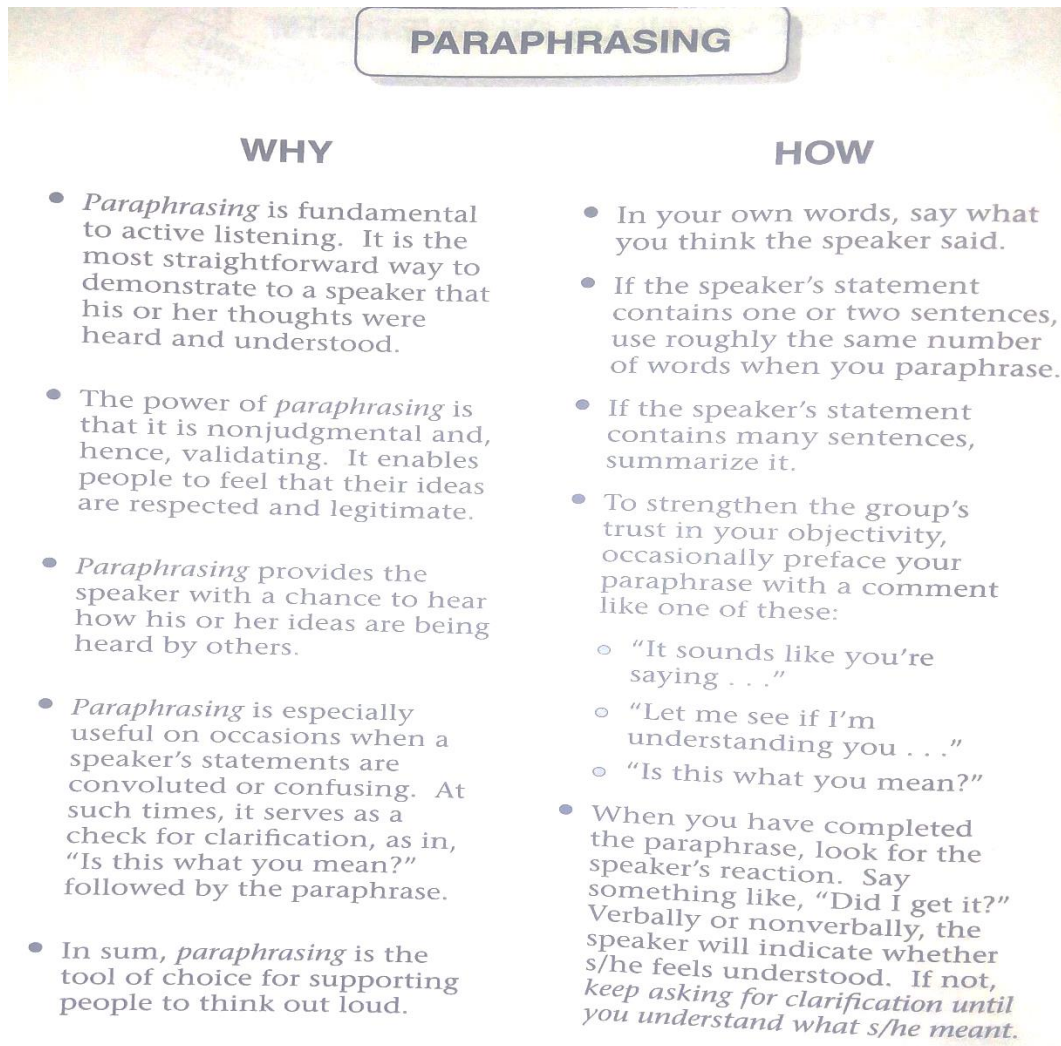


Figure 1: Paraphrasing in facilitation (Source: <sup>1</sup>Kaner et al)

<sup>1</sup> Kaner, S. , Lind, L., Toldi, C., Fisk, S. and Berger, D. *Facilitator's Guide to Participatory Decision Making*. Jossey\_Bass, United States. 2014



## b. Drawing out

This helps participants clarify, develop and refine their thoughts and ideas without coaching or intrusion. See excerpt below

**DRAWING PEOPLE OUT**

WHY	HOW
<ul style="list-style-type: none"><li>• <i>Drawing people out</i> is the skill that helps participants clarify, develop and refine their ideas without coaching or intrusion.</li><li>• It's common to ask a speaker directive questions, such as "What is your goal?" or, "How long will it take?" or, "How can you fix that problem?" Directive questions like these are often useful, but they work by pointing the speaker in the direction that the questioner thinks would be helpful. This interrupts the speaker's own train of thought, which can be problematic when the speaker is still formulating his/her own point of view.</li><li>• By contrast, open-ended, non-directive questions help the speaker – rather than the asker – do the thinking.</li><li>• <i>Drawing people out</i> sends this message: "I'm with you; I understand you so far. Now tell me more." This message supports people to think in more depth, and to say more of what they're thinking.</li></ul>	<ul style="list-style-type: none"><li>• First paraphrase the speaker's statement, then ask open-ended, nondirective questions.  Here are some examples:<ul style="list-style-type: none"><li>• "Can you say more about that?"</li><li>• "What do you mean by . . . ?"</li><li>• "What's coming up for you now?"</li><li>• "How so?"</li><li>• "What else can you tell me . . . ?"</li><li>• "How is that working for you?"</li><li>• "What matters to you about that?"</li><li>• "Tell me more."</li><li>• "Can you give me an example?"</li><li>• "What's your thinking about that?"</li></ul></li><li>• Here is a less common method that also works well. First, paraphrase the speaker's statement; then use <i>a connector</i> such as, "So . . ." or "And . . ." or "Because . . ." For example, "You're saying to wait six more weeks before we sign the contract, because . . . ?"</li></ul>

Figure 2: Drawing People Out (Source : Kaner et al)

### c. Mirroring;

Similar to paraphrasing, the facilitator repeats the speaker's words verbatim. This ensures that the speaker feels that they were not misunderstood or that their views were not misrepresented. See excerpt below;

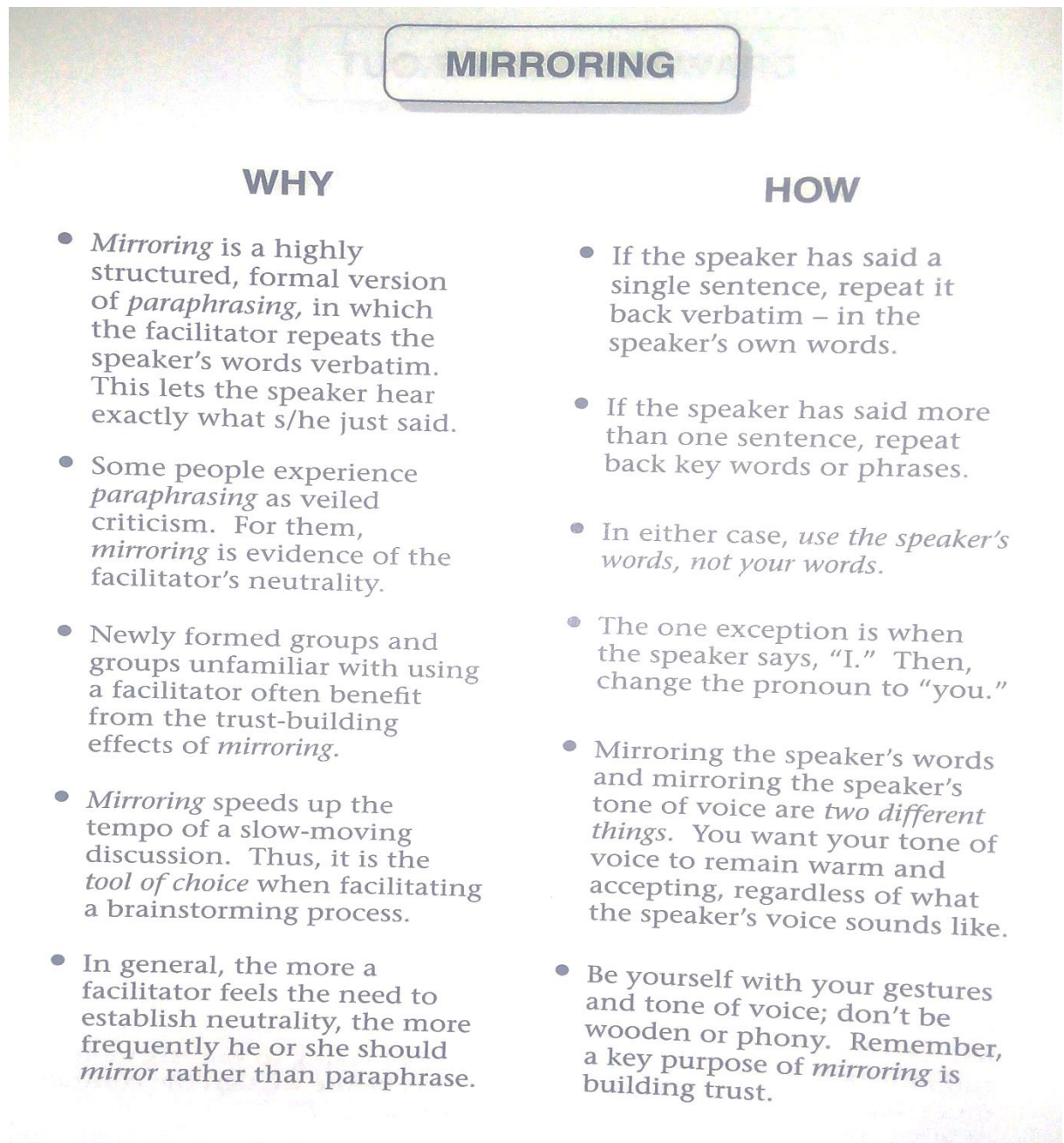


Figure 3: Mirroring during facilitation (Source: Kaner et al)



## 2.1.4 Group thinking

### Groan zone experiences;

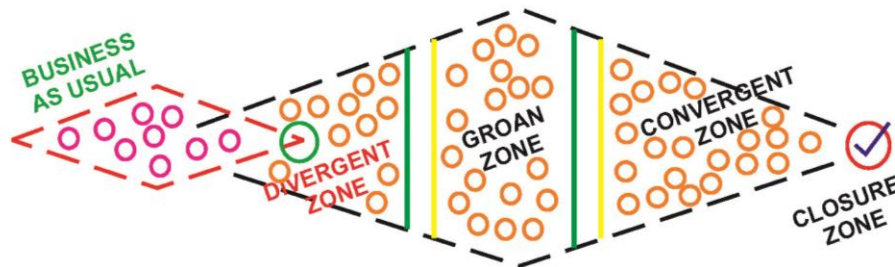


Fig 4: The Groan Zone (Source: Kaner et al)

The groan zone was described as that period within the decision making process where a deadlock or impasse seems to have been reached. It is characterized by serious disagreement, divergent opinions and dwindling energy levels. The facilitator ought to manage this process carefully lest the meeting is abandoned without reaching a clear decision.

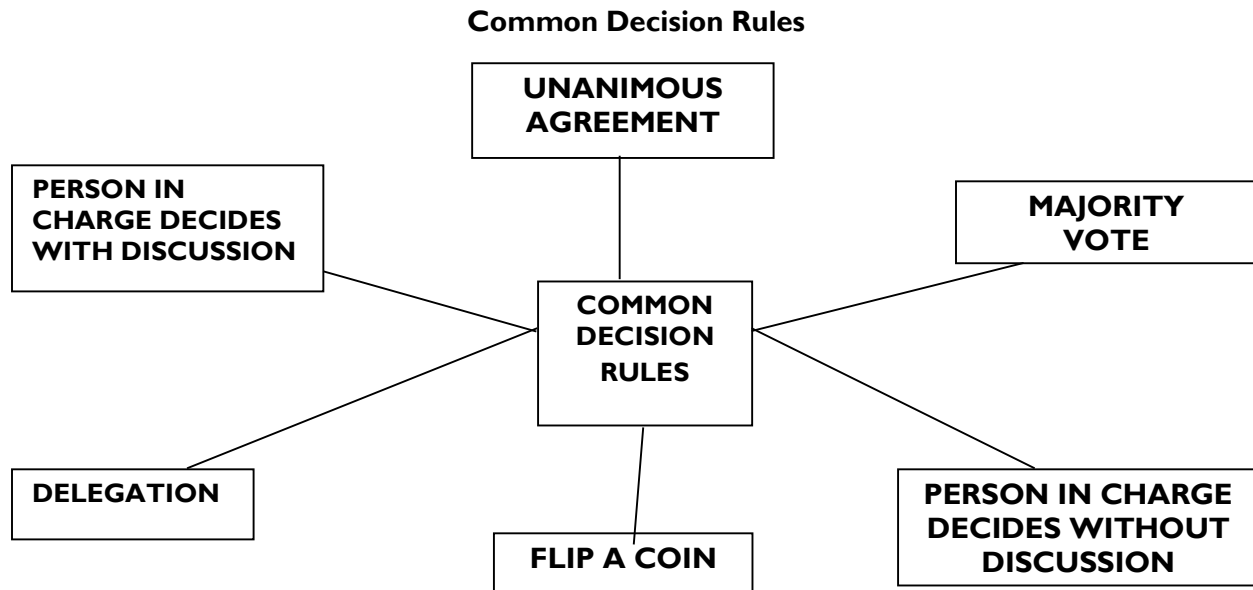
**Stacking:** is a tool that the facilitator could use to decide on who speaks when. This helps to ensure that everyone gets a chance to speak and that the flow of the discussion is not interrupted by participants eager to speak at any given time. The facilitator illustrated how to build a stack; the order in which the meeting participants get to speak. Here, the facilitator prompts all wishing to submit their views to raise their hands and assigns them numbers (1 to 6) to indicate their speaking order, when this stack is done, he /she may build another stack.

The training facilitator opened up the discussion with the participants on their experiences with the Groan zone in meetings they have attended or moderated. For a facilitator to be able to get the best thinking from the group and also help the group unanimously make decisions, the following criteria is key in getting the best out of the same group;

- ❖ Identify groaning members amongst the group.
- ❖ Create room for group members to brain storm.
- ❖ Find and use suitable Energizer that won't derail the group.
- ❖ Vote on the matter of contention.
- ❖ In case of failure to strike an agreement even at this level, Stack / group members
- ❖ Together as a group vote again.

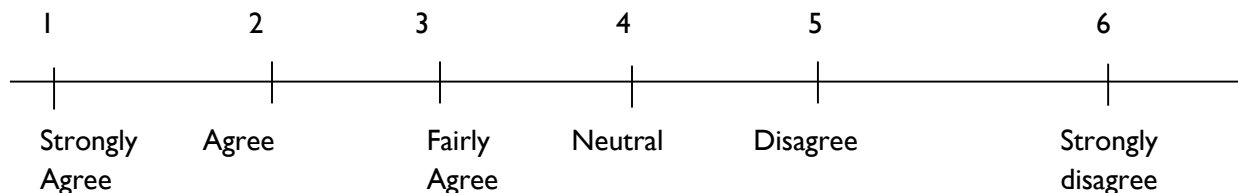
### 2.1.5 Common Decision rules:

Many a times, meetings may go on perpetually without agreeing on a way forward. The facilitator has to agree with the participants beforehand on how the decision may be reached. This largely depends on the type of meeting that he/she is facilitating at. The diagram below was used to illustrate how common decision rules are key in decision making.



### 2.1.6 Gradients of agreement:

During complex decision making, YES or NO responses are not enough to help the group come up with a unanimous decision. You need to have more nuance and you need to check with the group how confident they feel about seeing a decision applied. One tool to do this is the 'gradients of agreement'. The tool enables the participants express variance in how strongly or not they feel about a certain decision. By a show of hands, the participants are called upon to vote on whether they strongly agree, mildly agree, fairly agree or do not agree with a decision. Using consensus, a decision can then be seen to have been reached.



The participants were split into groups and given a chance to practice with the gradient of agreement tool using the mock scenario below;

*"The government of Uganda has decided to eradicate poverty in the country by asking all donors to invest in education and agriculture only – all other funding programs will not be allowed."*

Participants submitted their preferred levels of agreement / disagreement, giving reasons why. Tallies were taken for each of the options 1 to 6 and then the group agreed on a unanimous position.

## 2.2 Day two

### 2.2.1 Chart writing essentials

The training facilitator introduced the group of participants to a new sub topic called “**The Role of a Chart writer.**” Together we defined the chart writer as the person who records the group’s thinking on flip charts and the role he/she does is referred to as “the recorder” or “the scribe.”

Such a person is important because he/she captures ideas and builds group memory.

#### 2.2.2 Group work:

Participants were split into groups of 6 and encouraged to try out chart writing. Each group selected a facilitator to lead the discussion and a chart writer to record the submissions of the group members.

During the plenary the training facilitator asked for the attention of the participants to be keen on the following points:

- As a chart writer, you should always record the speaker’s exact words.
- For an effective facilitation process, the facilitator should not perform the role of chart writing. This is because he/she will not keep pace with the flow of the discussion and also be able to capture ideas and meanings accurately. It’s therefore prudent that either the facilitator assigns someone from within the group members or asks for volunteers or the group proposes.

It was also emphasised by the training facilitator that in chart writing lettering is very important and particularly stressed the following;

- Make thick lined letters.
- Endeavour to write straight up and down. Not slanting.
- Remember to close your letters.
- Use of plain ,block letters
- Always remember to practice since practice makes perfect.

### 3.0 Training Evaluation and Feedback from participants

The participants were asked to evaluate the training in terms of course content and delivery, logistics and other factors. Below are some of the responses;

1.	<b>CONTENT</b>					
	<b>a. The content of the training was relevant</b>					
	○ Not relevant	0				
	○ A bit relevant	1				
	○ Fairly relevant	2				
	○ Very relevant	25				
	<b>b. I learned something new today</b>					
	○ Strongly disagree	0				
	○ Disagree	1				
	○ Not sure	0				
	○ Agree	6				
	○ Strongly agree	21				
2.	<b>FACILITATION</b>					
	<b>C. The Facilitator was knowledgeable;</b>					
	○ To a large extent	27				
	○ To a small extent	1				
	○ Not sure	0				
	○ Not at all	0				
	<b>d. The facilitator was; (Use 1 to 5; 1- very low, 2 low, 3 medium, 4 high 5 very high)</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	• Audible	0	1	2	9	14

	<ul style="list-style-type: none"> <li>• Articulate</li> </ul>	1	1	1	10	13
	<ul style="list-style-type: none"> <li>• Respectful</li> </ul>	0	0	2	8	16
	<ul style="list-style-type: none"> <li>• Time conscious</li> </ul>	0	1	2	12	11
<b>3.</b>	<b>LOGISTICS</b>  <b>Please grade the following logistics using a of 1 to 5 (1 is very low, 2 is low 3 is medium, 4 is high, 5 very high);</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• Meals</li> </ul>	1	0	3	12	11
	<ul style="list-style-type: none"> <li>• Hall</li> </ul>	0	1	4	12	10
	<ul style="list-style-type: none"> <li>• Rooms</li> </ul>	0	0	2	5	20
	<ul style="list-style-type: none"> <li>• Stationery</li> </ul>	0	0	3	13	11
	<ul style="list-style-type: none"> <li>• Course materials</li> </ul>	0	2	6	10	8
	<b>AREAS OF IMPROVEMENT</b>  <b>What aspects should we improve on during future trainings;</b> <ul style="list-style-type: none"> <li>➤ We should have writing tables.</li> <li>➤ We should have a length training of five to seven days.</li> <li>➤ Have these trainings twice a year.</li> <li>➤ Use of desks to help in writing.</li> <li>➤ More literature on the new outlook of facilitation skills.</li> <li>➤ The number of participants should be scaled up.</li> <li>➤ Chairs were not comfortable.</li> <li>➤ Allowances should be moderately enough.</li> <li>➤ Monopolising the role of facilitation.</li> <li>➤ Participants be given liberty to choose accommodation.</li> <li>➤ Provide a project next time.</li> <li>➤ Increase the training days from 2-5 days.</li> <li>➤ We need a public address system.</li> </ul>					



	<ul style="list-style-type: none"> <li>➤ Sitting arrangement was very uncomfortable, we mature need desks for writing.</li> <li>➤ Allow us to find our own accommodation and give us perdiems.</li> <li>➤ New ideas and skills on how to handle people; decision making.</li> <li>➤ Distance from town to the training area.</li> <li>➤ Provision of uniforms to the participants for smartness.</li> <li>➤ Training venue should be nearer the common point.</li> <li>➤ I have enjoyed the arrangement in the new place in Najjeera, so keep it up.</li> <li>➤ Duration of the training, people are from different backgrounds, and a different level of education so a little bit of background is needed such that all are at the same footing.</li> <li>➤ Increase on the number of trainees.</li> <li>➤ Keep changing training districts.</li> <li>➤</li> </ul>	
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### 3.1 Way forward for pig Multi stakeholder platforms

At the end of the training, the representatives of the regional and national MSPs brainstormed on how best to re-ignite the pig multi stakeholder platforms. The proposals below were made;

1. Each region should organize a multi Stakeholder Platform (**MSP**) Meeting.
2. Organize district level Multi Stakeholder Platforms with a business training to encourage actors to pick more interest in the MSP activities
3. The National MSP leadership should be introduced to the different regions; this could be by having the National MSP leaders attending the regional MSP meetings
4. Have an actual work plan of activities at the different levels i.e Sub County, District, Regional and National MSP levels.
5. We need to legally define the MSP structures & frame works, at this it was agreed that we borrow a leaf from Masaka District MSP who have formed groups at sub county level and registered them with the Office of the District Cooperative Officer as cooperative entities ready to do business.

#### Work Plan

ACTION	DATE	BY
<b>Sub County Meeting:</b>		
Lira	October 2016	
Hoima	October 2016	
Kamuli	October 2016	
Masaka	October 2016	
Mukono	October 2016	
District Meetings	November 2016	
Regional MSPs	December 2016	
National MSP	January 2017	

#### NOTE:

It was agreed by consensus that those districts that took part in the facilitation workshop are expected to pioneer implementation of this way forward because we need to see awakened MSPs.

## 4.0 Appendices

### 4.1 Appendix I: PROGRAM

#### Day 1: 28<sup>th</sup> September 2016

TIME	ACTIVITY	SPEAKER/FACILITATOR
8:00-8:30am	Registration	
8:30-9:00am	Welcome and Introductions	
9:00-9:30am	What is facilitation?	
9:30-10:00am	Group work	
10:00-10:30am	Presentation	
<b>10:30</b>	<b>Tea of coffee break</b>	
11:00am	Types of Meetings	
11:30 am	Listening skills	
<b>1:00pm</b>	<b>Lunch Break</b>	
2:00-2:20pm	Group dynamics and the groan zone	
2:20-3:00pm	Group work	
3:00-3:30pm	Debrief	
3:30-3:45pm	Tea/coffee break	
3:45-4:45pm	Decision rules and reaching closure	
5:00pm	Quick Reflection and closing	

#### Day 2: 29<sup>th</sup> September 2016

TIME	ACTIVITY	SPEAKER/FACILITATOR
8:00-8:20am	Registration	
8:20-8:30am	Recap of Day 1	

8:30-10:30am	Chart writing skills	
10:30-11:00am	Tea break	
11:00-12:00am	Peer assist	
12:00am-12:30pm	Quick reflections	
12:30-1:00pm	Closure	
1:00-2:00pm	Lunch	
2:00pm	Departure	

## 4.2 Appendix 2: ATTENDANCE LIST

Name	Organization/ Address	Telephone	Email
YOLAM NSAMBA	ECO PIGGER	0752- 580 946	nsambay2015@gmail.com
BALYEGISAWA CHARLES	KAMULI MSP	0775- 283 123	-
SSEWANYANA CHARLES	MASAKA MSP	0772- 894 683	-
MUSOLO VINCENT	KAMULI MSP	0754- 029 738	-
SSEKYONDWA SAMUEL	MASAKA MSP	0702- 683 234	<a href="mailto:prsamsek@gmail.com">prsamsek@gmail.com</a>
ISABIRYE ROBERT	KAMULI MSP	0753- 602 803	<a href="mailto:kifamulusi.robert@yahoo.com">kifamulusi.robert@yahoo.com</a>
Dr. NDORWA PATRICK	HOIMA ( HDLG)	0782- 373 925	<a href="mailto:ndorwapatrick@gmail.com">ndorwapatrick@gmail.com</a>
MUSINGUZI OLIVER	HOIMA MODEL LIVESTOCK COOPERATIVE SOCIETY	0772- 513 406	<a href="mailto:olivermusinguzi@yahoo.com">olivermusinguzi@yahoo.com</a>
LUVUMU.N. EVE	NATIONAL PIG MSP	0772- 663 309	<a href="mailto:luvumueve@gmail.com">luvumueve@gmail.com</a>
Dr. NAKATUDDE PATRICIA	GREATER MASAKA MSP	0772- 551 289	<a href="mailto:Patnaka2003@yahoo.co.uk">Patnaka2003@yahoo.co.uk</a>
SENTAMU MONICA	CENTRAL PIG	0757- 312 498	-
SSALI GERTRUDE	CENTRAL	0777- 951 550	-
Rev OGWOK JACOB	ONIANGABER PIG FARMERS COOP SOCIETY	0774- 123 417	<a href="mailto:ogwokjdorcasyahoo.co.uk">ogwokjdorcasyahoo.co.uk</a>
MUSOKE SAMUEL	GREATER MASAKA MSP	0701- 826 118 0772- 445 978	<a href="mailto:musokesamuel@gmail.com">musokesamuel@gmail.com</a>
KABI RONALD	KAMULI MSP	0702- 571 970	-
KAYONDO MUGAGGA	MAMIDECOT	0701- 865 297	<a href="mailto:kayondomugagga@ymail.com">kayondomugagga@ymail.com</a>
MUKOBE MILTON	KAMULI	0773- 558 275	-
OLUMA TOM RICHARD	LIRA	0772- 981 025	<a href="mailto:tomrichardoluma@gmail.com">tomrichardoluma@gmail.com</a>
MUSOLO VINCENT	KAMULI	0754- 029 738	-
OJOK ROSE LILY	LIRA	0782- 445 104	-
GABULA GEOFFREY	KAMULI	0784- 177 040	-
OGWOK MOLLY	LIRA	0772- 523 372	<a href="mailto:mollyogwok@gmail.com">mollyogwok@gmail.com</a>
AGORO SAM	LIRA	0772- 015 511	<a href="mailto:Sam.agoro@yahoo.com">Sam.agoro@yahoo.com</a>
KYALIGONZA MOSES	HOIMA	0782-149 896	<a href="mailto:moseskyaligonza1@gmail.com">moseskyaligonza1@gmail.com</a>

NALUYIMA EMMA	ACCE	0772- 589 613	<a href="mailto:emmanaluyima79@gmail.com">emmanaluyima79@gmail.com</a>
NASSALI LETITIA	MUKONO	0772- 653 556	Letitia_lutale@yahoo.com
MIIZAH JOEL	MUKONO	0774- 560 530	-
KABAALÉ EMMANUEL	CENTRAL MSP	0772- 899 972	<a href="mailto:ekabaale@gmail.com">ekabaale@gmail.com</a>
MUHEESI PETER	PEDRO GROUP HOIMA	0781- 173 314 0754- 455 514	<a href="mailto:pedrogroup@gmail.com">pedrogroup@gmail.com</a>
GALIWANGO RONALD GIDEON BUKKO	RAPORTUER	0772- 559 030 0752- 413 806	<a href="mailto:gprossy05@yahoo.com">gprossy05@yahoo.com</a>

### 4.3 Appendix 3 EVALUATION FORM

#### TRAINING ON FACILITATION OF PARTICIPATORY DECISION MAKING

**Date:** 28TH September 2016

**Venue:** Esella Country Hotel

#### EVALUATION OF TRAINING DAY

We appreciate your feedback regarding the aspects of the training below. Please select one of the five options in your view;

##### 1. CONTENT

a. The content of the training was relevant;

- Not relevant
- A bit relevant
- Fairly relevant
- Very relevant

b. I learned something new today;

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly agree

##### 2. FACILITATION

a. The Facilitator was Knowledgeable;

- To a large extent
- To a small extent
- Not sure
- Not at all

b. The facilitator was; (Use 1 to 5; 1- very low, 2 low, 3 medium, 4 high 5 very high)

- Audible .....
- Articulate.....
- Respectful.....
- Time conscious.....

##### 3. LOGISTICS

Please grade the following logistics using a scale of 1 to 5  
(1 is very low, 2 is low 3 is medium 4 high 5 very high);

- Meals - .....
- Hall - .....
- Rooms- .....



- Stationery .....
- Course materials .....

#### AREAS OF IMPROVEMENT:

What aspects should we improve on during future trainings?

.....

.....

.....

.....

## 4.4

### Appendix 4: Knowledge assessment

#### ASSESSING THE KNOWLEDGE, ATTITUDES, PRACTICES OF VALUE CHAIN ACTORS ON FACILITATION OF MULTI STAKEHOLDER PLATFORMS (MSPs)

#### SECTION A: BACKGROUND INFORMATION

This section provides some information about (i) the household head, and (ii) his/her pig production unit so that we have a good sense of the type of production systems.

1. Questionnaire ID	
2. Sex of the respondent	
3. Age of the respondents (years)	
4. District	
5. Sub county	
6. Parish	
7. Village	
8. How long have you been in the pig business ----- years	
9. Do you belong to a farmer's group?	
10. Group name	

#### Section B: Facilitation knowledge and skills

1. What do you understand by Facilitation?
2. Have you facilitated a meeting before?
3. What should a good facilitator be able to do?
4. What in your opinion are the challenges to expect during group facilitation.

## 4.5 Appendix 5: Training Participants

