



Training Design Facilitation Framework for Adult Education: An Application of Andragogy

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Abstract

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This qualitative research generally aimed to develop a training design facilitation framework suitable for adult education. Thus, the study used 'between-method triangulation' in gathering data. With this, qualitative corpus analysis (document reviews), participant observation (field observations), and phenomenology (focus group and key informant interviews) were utilized in obtaining the best practices employed when designing learning programs and facilitating adult education. Through sorting, categorization, and thematization, the study addressed three major themes namely, "Employed Andragogical Training Design Procedures: Designing Learning Programs;" "Demonstrated Andragogical Facilitation Practices and Approaches: Implementing Learning Programs;" and, "Devised Andragogical Training Design Facilitation Framework: Operationalization." The result of the study posits that the success of learning lies on the extent of involvement of adult learners in the overall learning process. With this finding, the study arrived at an adult learner-centered framework hereto referred as 4Ds (Diagnose, Design, Deliver, and Deduce). This capitalizes on various processes guiding adult educators in training design making and facilitating adult learning. Specifically, the framework advocates a 'learner-diagnosed needs' or objectives through the Learning Needs Assessment and Analysis (LNA²) process, a 'learner-designed instruction' through the Session Plan Design (SPD) process, an 'andragogy-based delivery or facilitation' through the WP²R² approach, and a 'learner-deduced evaluation of materials and outcomes' through the Post-Learning Evaluation (PLE) process.

Introduction

While many refer to technology and machines as 'innovations' in education in order to keep pace with

global competition, the labor market says otherwise. Highlighting 'innovation' as one of the most popular agendum at present, the labor market underscores the need to intensify and level up adult education

in as many organizations and institutions. There is also the increasing number of 'non-traditional learners' both in the higher education and at work, making the need for effective educational models in most professions and organizations most sought after (Rowden, 2007). Such need is also important to address challenges like the continuous change in job competencies, the aging workforce, and increase in non-traditional learners (Den Cruyce, 2011).

Moreover, due to the rapidly increasing job responsibilities aimed at keeping pace with economic advancement, unmet organizational expectations are being experienced. To meet these organizational expectations, Risley and McKee (2012) contended that effective 'workplace learning' is necessary. The workplace is composed of professionals who, primarily, need 'workplace learning' or the process of acquiring job-related knowledge and skills. Workplace learning can be obtained by undergoing both social interactions and activities and formal training programs (Rowden, 2007). However, the major issue when it comes to adult education is "the lack of understanding around the basic models of teaching and training" (Freedman, 2012, p. 172-202).

The problem with adult education however, is that it has been regarded as highly personal, complex, and context-bound. This resulted to a mosaic of theories for adult learning to include pedagogy, andragogy, adolegogy, and heutagogy. Pedagogy, the oldest theory for teaching and learning, is rooted from the word *paida* (meaning child) and *agogus* (meaning to lead); thus, it was defined as the art and science of helping children learn (Knowles, Holton, & Swanson, 2005). On the other hand, andragogy (from the word *andr* meaning adult) was defined as the art and science of helping adults learn (Knowles et al., 2005). The most significant difference between these is that pedagogy is focused on the learning content whereas andragogy is on the learning process. Meanwhile, Marksak (2003) coined the word adolegogy upon realizing certain learning situations where the methodology is pedagogical but the learners are adults. Particularly, this situation is often observed during formal education or collegiate level where learners are mostly young adults or adolescents. As for heutagogy, this is rooted from the characterization of Knowles et al. (2005) on andragogy saying that adults are self-directed in learning; thus, it is defined as self-determined learning (Hase, 2015).

From among these, the study utilized andragogy

for its wider coverage as an adult learning theory. The key message of andragogy is to make adult learning better through understanding two eminent features: how distinctive adult learners are; and how to best organize and carry out educational experiences for adults. Chan (2010) listed andragogical practices to teach adults to include: (a) establishment of a relaxed, collaborative, informal, and supportive learning climate; (b) mutual planning, diagnosis of needs, and setting of objectives by learners and facilitators; (c) use of learning contracts and learning projects sequenced by readiness; (d) use of inquiry projects, independent study, and experiential techniques; and (e) criterion reference evaluation by learner-collected evidence validated by peers, facilitators, and experts. Blaschke and Hase (2016) also highlighted the eight principles of Knowles' andragogy namely: (1) preparation of learners for the learning program; (2) creation of a physical and psychological climate conducive to learning; (3) involvement of both the learner and the facilitator in a planning procedure; (4) diagnosis of learning; (5) involvement of adult learners in establishing learning objectives; (6) involvement of adult learners in designing learning programs; (7) assistance for adults in operating the program; and (8) evaluation of learners on how well their learning outcomes are met. These were based on Knowles et al. (2005) contention where certain outcomes will occur better when adult learning principles and practices are derived from the unique characteristics of adults (Gautam, 2015). He further recapitulated Knowles' assumptions of adult learners to include being: (a) self-directed; (b) oriented to learning which are task or problem-centered; (c) internally motivated; (d) with gained experience as a rich resource for learning; and (e) ready to learn when life tasks and problems are involved.

On further issues in adult education, in order to be called an adult educator, standards list numerous skills, knowledge, abilities, qualities, and minimal levels of training requirements (Chan, 2010). Otherwise, the common mistake trainers often make in teaching adults (i.e., teaching adults the way children are taught) will be repetitive (Roberts, 2007). Similarly, Brookfield (2006) claimed the lack of coverage of adult education in the higher education as well as the acknowledgment of adult learning textbooks. It is then important that colleges and universities be prepared to cater to the needs of 'non-traditional adult learners' (Caruth, 2014) as enrolees for continuing higher education has accelerated due to either keeping a job or for promotion.



In Risley and McKee's (2012) perusal of two professional settings, they stressed that an effective educational model is indeed necessary. They found that in the nursing education, nurses are provided with little orientation on adult education and academic preparation. As a result, nurse educators resort to teaching during trainings as to how they were once taught (i.e., using methods such as lecture, memorization, quizzes, and examinations). Likewise, on law enforcement, police academies require an effective model to enhance learning outcomes as their trainings are teacher-centered.

In the Philippines, the Department of Social Welfare and Development (DSWD) tops the rank of institutions most exposed to adult education due to the numerous programs necessary to be implemented for community development. In fact, for 2017 alone, the agency conducted a total of 398 learning interventions (Annual Report–DSWD-CAR, 2017). One hundred sixteen of these are Capability Building Activities or trainings and 282 are Institutional Learning Activities. In most of these learning interventions, the agency outsources resource persons (external) to facilitate non-technical trainings while the DSWD staff (internal) handles the technical ones. Evidently, post-training evaluation results show that outsourced or external speakers are mostly rated higher as compared to the internal speakers. It also follows that the overall rating of trainings facilitated by outsourced speakers are higher as compared to training facilitated by internal speakers. These however hold no concrete evidence explaining why the outsourced speakers and trainings they conducted earned higher mark.

With the abovementioned issues, this study analyzed of the various capability building trainings conducted by the abovementioned agency while applying the andragogical principles during adult learning.

Addressing the research objectives may lead to the discovery of concrete reasons as to why outsourced trainers as well as trainings they facilitate are mostly rated higher. It might also shed light to a wide-range awareness on the importance of applying adult learning principles in any adult learning engagement. Meanwhile, the output of this study may serve as a resource for adult educators or practitioners. Most importantly, the overall study may lead to the possibility of convincing adult education agencies like the Higher Education Institutions and other agencies

exposed to adult education to utilize “andragogy” in designing curriculums, as one basis for teaching strategies, and on designing and implementing training programs.

Methodology

The study aimed to come up with a generic framework for adult education. In realizing this, the best training procedures as well as facilitation practices and approaches of the subject of the study using Knowles' principles of andragogy (Knowles et al., 2005) were analyzed.

Roberts (2007) claimed that among the professional fields, social work is the most exposed to adult learning and teaching. Thus, the setting of the study is at the Department of Social Welfare and Development–Cordillera (DSWD-CAR). The agency conducts two learning interventions – Capacity Building Activities (CBAs) and Institutional Development/Learning Activities (IDAs) – for employees, community beneficiaries (e.g., Kalahi, Pantawid Pamilyang Pilipino Program [4Ps], Sustainable Livelihood Program [SLP] beneficiaries, and so on), and partner agencies (e.g., Department of Education [DepEd], Department of Health [DOH], Department of Interior and Local Government [DILG]). CBAs or trainings are defined in this study as the three- to five-day technical and or non-technical trainings intended to capacitate participants in certain competencies (i.e., staff and personality development, community organizing, program fluency, and the like). Various teaching methodologies were employed during CBAs such as workshops, role-plays, group discussions, and hands-on activities. Meanwhile, IDAs are one- to two-day learning activities that do not necessarily use the same teaching methodologies similar to CBAs. Most IDAs like seminars are orientation-type and are delivered via lectures, which are most likely intended for dissemination purposes (i.e., seminar on the use of new data gathering forms). Other types of IDAs include meetings, forums, stress debriefing, sports, and so on.

In gathering data, the between-method triangulation (methodological triangulation) was used to increase reliability, validity, and accuracy of findings (Azulai & Rankin, 2012). Thus, various approaches in gathering data were employed. It first began with document reviews (qualitative corpus



analysis) followed by field observations (participant observation) then, focus group (FG) and key informant interview (KII) (Phenomenology).

Primarily, document reviews were conducted to characterize the andragogical training procedure employed in designing trainings along with facilitation practices and approaches during the implementation of training designs. In conducting the document reviews, the qualitative corpus analysis was used as a “methodology for pursuing in-depth investigations, based on ‘real data’ that are actual instances of oral or written communications as opposed to contrived or ‘made up’ data” (Hasko, 2012, p. 4760). Therefore, the primary source of data for this study included 43 full-blown documentations of CBAs from 2015 to 2017 (Appendix A, p. 110). These documentation reports enclosed photos and written proceedings of the trainings along with videos and audio recordings from the onset to the final day of every learning engagement. The reports also included training design proposals, needs assessment tools, training methodology, highlights of the event, and post-training evaluations.

Secondarily, participant observation was employed where 20 field observations of trainings were conducted (Appendix A). Participant observation required a prolonged engagement of observation to fully understand the nature, purpose, and meaning of DSWD-CAR’s processes in delivering training designs (Schwandth, 2015). Also, this

method was undergone in order to obtain and gain first-hand experience on the facilitation practices and approaches demonstrated during trainings; thereby, validating and strengthening the data gathered from the document reviews.

Successively, phenomenology was utilized where four experienced training personnel from the agency’s Capability Building Unit (CBU) were invited for an FG (Table 1) to validate and strengthen analyses from document reviews and field observations. They were identified using homogeneous variation sampling or multiple or collective case sampling which means, “belonging to a subgroup whose experience are somewhat alike” (De Guzman, 2013, p. 25). Meanwhile, two agencies were requested for KII and document reviews gathering similar data (Table 1). It included the Commission on Higher Education (CHED) through the Philippine Association for Teachers-CAR (PAFTE) and the Technical Education and Skills Development Authority (TESDA) through Baguio City School of Arts and Trades (BCSAT). The data gathered were used as corroborations for the study. With the use of phenomenology, the FG respondents and key informants shared their lived experiences and observations during training design making and implementation along with their personal involvements with adult learning facilitation (Wojnar & Swanson, 2007). Explicitly, the FG and KII were analyzed through reduction, description, finding the essence, and coding of responses to set aside biases and prejudices (Creswell, 1998).

Table 1

Details of FG and KII

Participants	Date of FG/KII	Venue of FG/KII
Participant 1 (P1)	March 2, 2018	DSWD Field Office-CAR, Baguio City
Participant 2 (P2)	March 2, 2018	DSWD Field Office-CAR, Baguio City
Participant 3 (P3)	March 2, 2018	DSWD Field Office-CAR, Baguio City
Participant 4 (P4)	March 2, 2018	DSWD Field Office-CAR, Baguio City
Key informant 1 (KII1)	March 9, 2018	Easter College, Baguio City
Key informant 2 (KII2)	April 5, 2018	BCSAT, Baguio City



The instrument used during the FG and KII is an unstructured interview guide enclosing the eight principles in facilitating adult learning of Knowles' andragogy (Blaschke & Hase, 2016). These principles were arranged and were stated in question form to extract information regarding training design making and implementation as well as facilitation practices and approaches used during adult learning.

To characterize the andragogical training procedures and facilitation practices and approaches employed, documentation reports, notes from field observations, FG, and KII details were thoroughly reviewed. These were encoded and transcribed into field texts where both anchors and phenomenal referents were extracted (Clandinin & Connelly, 2011). Subsequently, all analyses were processed using sorting, categorization (cool analyses), coding, and thematization (warm analyses) (Faulkner, 2007). This means that thematization was utilized to cluster all the data gathered (after sorting and categorization) in order to arrive at themes based on similar or varying training procedures and facilitation practices and approaches applying andragogical principles. Finally, in presenting the data analyses, inductive and deductive methods (Hardy, Gamage, & Hall, 2001) were employed ensuring proper and precise placement of appropriate themes including member checking procedures to ensure the truthfulness and trustworthiness of the data (De Guzman, 2013).

Results and Discussion

Employed Andragogical Training Procedure: Designing Learning Programs

In designing learning programs, andragogy suggests that learners be involved during the (a) diagnosis of learning needs, (b) in translating these learning needs into objectives, and (c) in designing the overall learning process. The specific processes are summarized in Figure 1 and are discussed in the succeeding sub-themes.

Diagnosing learning needs. Andragogy posits that a learning need is not a need unless perceived so by the target learners themselves (Knowles et al., 2005). At the very least, they should be involved in an FG or simple interviews to gather their inputs on what to learn and to know what they will gain from a certain learning engagement (Henschke, 2014).

Based on the documents review and FG, DSDW-CAR begins by conducting diagnosis of needs as a part of the learning program design. In diagnosing needs, target learners are directly and indirectly involved; thus, the process is still considered andragogical.

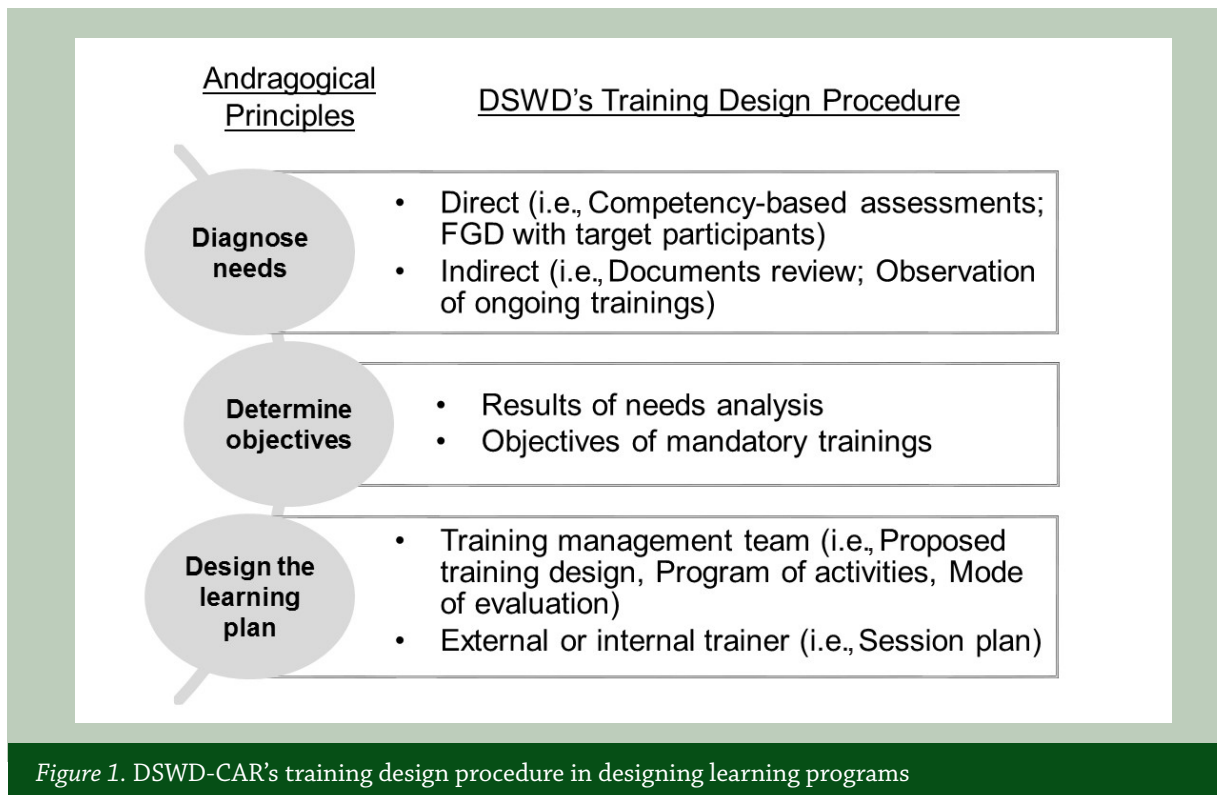


Figure 1. DSDW-CAR's training design procedure in designing learning programs



To diagnose needs directly, FG and competency-based assessments are conducted. On competency-based assessments, documentation reports showed various records of Training Needs Assessment (TNA) forms with tabulated results. In addition, Participant 2 during the focus group (P2, FG) claimed, “during trainings, we have the open forum or FG where they give their suggestions to make activities better in the future.” With these cited processes, a learner-centered approach is evident as learners are involved particularly in self-assessing their competencies on the areas of the program they will be undergoing.

Meanwhile on the indirect involvement of assessing needs, review of previous training documentations and observation of ongoing trainings are conducted. As P3 (FG) claimed, “We do documents review of previous trainings (consolidated issues and concerns addressed to the Capability Building Unit) submitted by the Monitoring and Evaluation”. P1 (FG) added, “In the actual implementation, we also use the current training as a needs assessment for the next training.”

In agreement to the use of TNA forms, Khiat (2015) stressed that a learning diagnostic tool should be used as self-diagnostic instrument for adult learners to understand their own learning. TESDA-BCSAT (2018) also explained, “Competency-based training approach through the use of self-assessment is necessary where participants assess their own KSA (Knowledge, Skills, Attitudes)...to find out what reinforcements are necessary...on the specific programs they wish to enroll. This way repetition of what they already know is avoided.”

Determining learning objectives. In an andragogical curriculum, learners themselves must translate the assessed needs into learning objectives, which serve as positive directions for learning and growth (Knowles et al., 2005). Learners must face the task of identifying criteria for various steps in accomplishing various tasks stated as terminal behaviors that can be observed and measured (Henschke, 2014).

After finding out the learning needs, DSWD-CAR sets general objectives or goals for a target training. In this procedure, results of documents review and FG with respondents revealed that the process is not andragogical as target adult learners were never involved in identifying objectives. What normally transpired is that the agency tasks training teams

(i.e. training manager, facilitators, and trainers) to construct training proposals already encapsulating goals which they refer to as learning objectives.

Regrettably, most DSWD-CAR trainings are pre-determined, mandatory, and or course-based (i.e., 70% of their trainings are delegated by the national office which normally come in modules, while 30% are determined by the regional office) (P1, FG). Therefore, while needs assessments are conducted, the results are not the main bases for the formulation of objectives (P2, FG). Instead, “We merge the mandatory trainings with the needs which we assessed not to sacrifice the needs of the learners” (P4, FG).

While, it is worth noting that training designers still take the needs gathered into consideration; unfortunately, this do not adhere to the andragogical principle. In support to this, Gautam (2015) expressed that the learner’s inputs do not have to be the sole, determinative, or final basis for defining objectives. In contrast, Birzer (2004) stressed that encouraging the learners in formulating learning objectives is beneficial. He elucidated that setting objectives by the adult learners themselves make them become more responsible for the learning outcomes.

Designing learning programs. In designing an andragogical learning program, after determining the learning objectives, learners will now identify what should be covered, how these are organized, what sequence should be followed, and what method best transmits each content (Knowles et al., 2005). How these are attained are the mutual task of both the teacher and the learners (Henschke, 2014).

On this final step of the training design procedure, documents review, field observations, and FG results revealed that learners are not at all involved in designing learning programs, thus, it is not andragogical. Similar to the identification of learning objectives, FG participants claimed that involving learners in designing learning programs is quite impossible to attain. As P2 (FG) explained, “We have modules coming from the central office which already incorporated certain objectives, so, we simply implement them integrating the needs assessed.”

Specifically, in designing learning programs, DSWD-CAR training designers first prepare the training proposal encapsulating the rationale and objectives, content and process, expected outcome



and output, and measures to assess the quality of training. Upon approval, the program of activities and mode of evaluation are prepared and are disseminated to the concerned offices or target participants. Meanwhile, the assigned trainers are tasked to prepare the session plans particularly on the methodology used to deliver the contents and attain learning objectives. As P1 (FG) explained:

In making the design, we simply modify mandatory trainings. But if it is regional where we can gather needs. We first make proposals and construct training designs. Then, we convene with the heads to make the program which is given out.

Evidently, due to mandatory trainings, DSWD-CAR was unable to involve learners in designing the content of learning, its sequences, and the methods to be used to attain the determined objectives. In disagreement to this process, Kilgore (2003) stressed that to ensure continually meeting the needs of life learning of adults, program planners should pay attention to every step of the planning process. Birzer (2004) also insisted that learners should be involved in the process of designing the learning program. He found that the mutual planning of the learning program is crucial, as modifications to fit local learning conditions are necessary.

Demonstrated Andragogical Facilitation Practices and Approaches: Implementing Learning Programs

In implementing designed learning programs, andragogy postulated that various facilitation practices and approaches should always be anchored to the learning characteristics of adult learners. It also specifically suggested that: (a) a climate conducive for adult learning must be first established; (b) learners must be prepared for learning before the learning proper; (c) an avenue to mutually plan the learning process must be facilitated; (d) a facilitator role is more valued rather than a subject matter expert to execute the learning plan; and (e) learners should evaluate the learning outcomes themselves.

Overall, documents review and field observations revealed that during adult learning, DSWD-CAR has been by far adhering to the abovementioned principles. Thus, it can then be inferred that the facilitation practices and one of the approaches were

andragogical as summarized in Figure 2.

Specifically, the facilitation practices demonstrated were: (a) well structuring of classrooms and warmly welcoming participants during the training to set physical and psychological climate conducive for adult learning; (b) orienting learners on the benefits of the training to prepare them for learning; (c) levelling of expectations, setting house rules and learning contracts, and assigning learners as co-facilitators to facilitate a mutual planning procedure for learning; and (d) facilitating summary, synthesis, reflection, and post-training evaluation to evaluate the overall learning program. Meanwhile, (e) the facilitation approaches employed were (1) 4As (Activity, Analysis, Application, and Abstraction), where the resource person acts more as a facilitation and (2) PAPO (Perceived Purpose, Activity, Processing, and Open forum), where the trainer serves more as a subject matter expert. Overall, results imply that the facilitation practices, the 4As approach, and the evaluation process are andragogical.

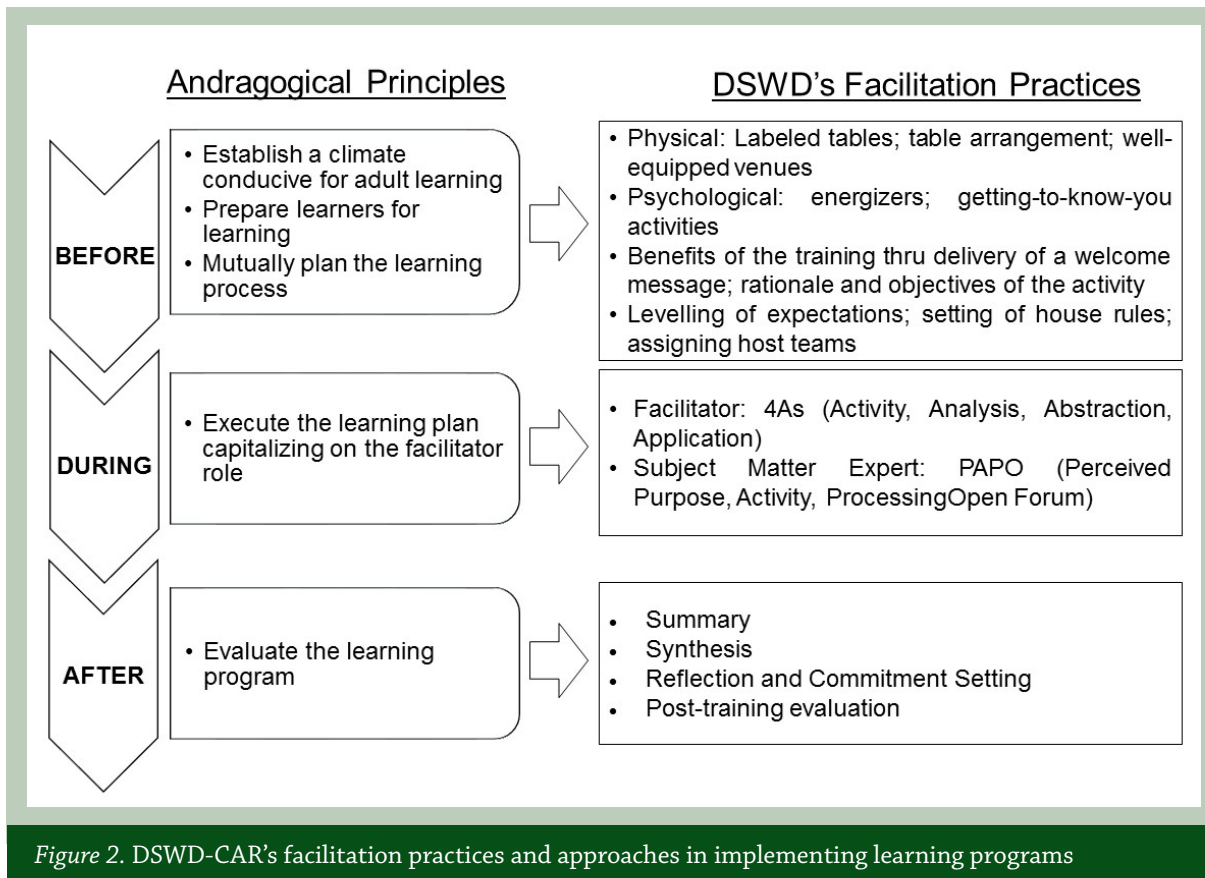
Setting a climate conducive for learning.

Based on documents review and field observations, a physical climate for learning is evident with set ups of receiving areas for registration, a stage with a backdrop highlighting the title of event, and tables labeled with names of municipalities indicating where participants should be seated are always present. In addition, tables are scattered in circular or U-shape formation, which may indicate that group discussions and workshops may be present especially when training halls are wider. As Scofield (2007) suggested, informal structures like a circular formation or arrangement of tables indicate that learners will be engaged in discussions. He added that when tables are set in rows, adult learners might expect to be taught rather than to be in an active learning. Blaschke and Hase (2016) also explained that a room layout (i.e., a flip chart and plenty of colored pens are located in each table) that 'sets the scene' for involvement, action, and participation is necessary. However, "a screen, projector, table, and whiteboard out the front set the scene for a teacher-centric experience".

Meanwhile, on setting psychological climate, P4 (FG) expressed:

It starts from how participants are welcomed from the reception to the registration...how we facilitate the





preliminary/ opening program is also the spring board...as per experience, how well we facilitate the preliminary determines the success of the training.

In addition, during the preliminaries, event facilitators initiate getting-to-know-you activities to set the mood for learning. As P3 (FG) accounted, "Make them feel comfortable with each other even if they already know each other. The environment should be light. Modified getting to know you activities which are fun shall be facilitated to make the mood smooth and comfortable."

In agreement to the DSWD-CAR's practices, McGregor (2004) emphasized that, apart from desirable instructional designs, having a friendly and agreeable entrance areas as well as public spaces that foster a sense of community with a particular attention to color use (in the venue) is necessary. Birzer (2004) also perceived setting of physical and psychological climate important as this is where the teacher and learners create a mutual respect and trust especially for first day meetings.

Mutually planning the learning process.

Further results of the study, documents review and field observations revealed that allotting a time for the levelling of expectations, setting of house rules, which served as learning contracts, and assigning host teams to serve as co-facilitators for the duration of the training were always observed. Specifically, the expectations of participants on the content, methodology, and co-participants are always gathered. From these, house rules are constructed thereby creating learning contracts. As one form of a learning contract, host teams, as agreed upon, serve as co-facilitators for the succeeding days of the training. Evidently, this mutual planning procedure creates an avenue for both participants and training management to reach agreements on certain areas before the learning proper. This implies that by allowing learners to be part of the planning procedure, the training team is respecting the learners' self-directedness; thus, establishing mutual trust. Blaschke and Hase (2016) agreed saying that a non-threatening environment should be established at the onset, as reluctance is evident when adult learners feel that something is being imposed. Kenyon (2001) also found that engaging learners in a negotiation or



mutual planning is beneficial as it relieves anxieties making them ready for the learning proper. He noted that the 'negotiated design' is relevant if learning is to be learner-centered.

Preparing learners for the learning program.

As to the preparation of learners for the learning program, welcome messages, objectives of the training, and rationale of the activity were observed as mental preparation for the learners. Specifically, the benefits of the learning engagement are capitalized when the rationale and objectives of the training are delivered. This is attributed to the fact that preparing the learners by first deliberating the benefits and connection to their interest is crucial. This result is in consonance with Henschke's (2013) study where he found that knowing why they need to learn will also ensure their readiness to learn as they are mostly motivated internally as compared to children. Rubenson (2011) added that adult learning is selective. He found that adults are not very interested to learn something they are not interested in, or in which they cannot see the meaning and importance.

Executing the learning program. Meanwhile, when it comes to executing the learning plan, andragogy contended that adult educators need to take the role of a facilitator by serving as co-participant and a mediator who guides the learning process (rather than providing expert knowledge on the topics being tackled). Evidently, for the technical DSWD-CAR trainings, the PAPO (Perceived Purpose, Activity, Processing, and Open Forum) process was commonly practiced based on documents review and field observations especially from the internal staff members serving as subject matter experts/trainers. This process begins with the introduction of the purpose of the topic that normally comes in the form of lectures and ends with an open forum. With this process, a subject matter expert is required. This is contradictory to the FG Participant 3 account saying:

The first thing before the input or main session should be group dynamics. Process this then proceed to the input. Although, mostly, we skip the group dynamics when they jam-packed the topics in one session. So, the quality of the training is sacrificed.

On the other hand, in some trainings which are facilitated by external or outsourced resource persons, the 4As approach (Activity, Analysis, Application, and

Abstraction) was generally observed. This approach starts with soliciting the experiences and prior learning of the participants through varied activities before giving inputs to deepen the discussion. It ends with encouraging proactive learning or learning by doing (application) through immediate application of the effects of the sessions to the same. This process indicates that a trainer taking the role of a facilitator is evidently necessary. In addition, FG respondents highlighted that facilitators, regardless of personal techniques in teaching, should build more on sharing and interactive methodologies during facilitation. Based on their observation, involving learners during discussions and allowing them to share their views on particular topics are more effective as compared to solid workshops and lengthy lectures. P1 (FG) added, "Interactive methodology (is necessary) in a sense that before the input, there should be interactions first through hands-on or workshop where they will see the relevance of your input to what they will do. They do not want straight lectures. We ensure that lectures last 30-40 minutes."

In agreement to the results, Grant (2002) contended that adults learn in a selective manner and tend to capitalize on what they already know and build upon it. Thus, he stressed that participants should be immersed more on sharing their views, interactions, or involving them in discussions. In contrast to the methodologies used, CHED-PAFTE (2018) emphasized that, "...adults learn most through listening to lectures." Similarly and contrastingly, while TESDA-BCSAT (2018) agreed that sharing is an effective methodology, the institution found intensive lectures at the beginning extremely necessary for the learners to master corresponding terminology and processes to be utilized in the course.

Evaluating the learning program. Finally, on evaluating the overall learning program, documents review and field observations show that learners were always tasked to evaluate trainings "objectively" (quantitative) and "subjectively" (qualitative measures). Based on the DSWD-CAR's institutionalized methods of evaluation, (a) summary of learning, (b) synthesis, (c) reflection session, (d) commitment setting, and (e) post training evaluation were evident. The purpose is to analyze how much of the learning objectives were met as well as how much of these could participants apply. In summarizing learning, the event facilitator simply asks questions to refresh learning from Day 1 to the last day. To synthesize, learners normally undergo a group



activity to develop with a new concept which they can apply at work. After, learners are asked to give realizations or reflections (either orally or written) on the activities they have undergone. Then, their commitments on how to transfer and further hone their learning are gathered through a re-entry action plan (REAP). Finally, the quantitative evaluation sheets are distributed to gather overall quantitative rating as well as recommendations on the conducted learning engagement.

Explicitly, all these modes of evaluation are by far more than andragogical especially when all evaluation processes (summary, synthesis, reflection, and post- training evaluation) are conducted in every training. It is intensive and meticulous that the overall process may be highly commendable. This process

of evaluation is supported by Henschke (2014) as he stressed that, the recent trend in evaluation has been to place increasing emphasis on subjective (qualitative) measurement to find out what really is happening inside the learner and how differently they are performing in life. Likewise, Derrick and Ecclestone (2006) accounted that reflection and negotiation between participants allow focus on what was learned as well as how successful the process has been.

Devised Andragogical Training Design Facilitation Framework for Adult Education: Operationalization

A training design facilitation framework was derived based on the results of the study intended

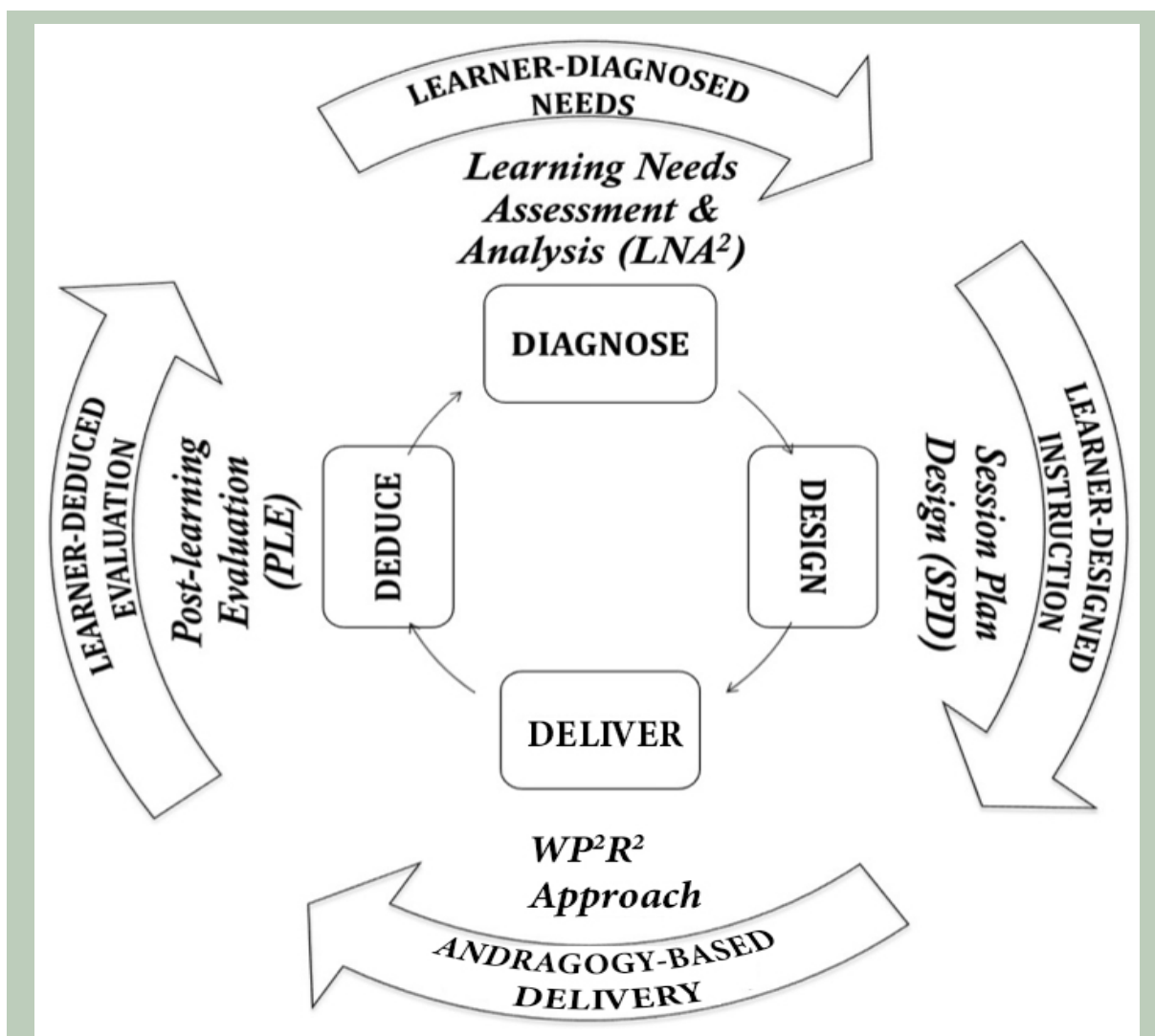


Figure 3. Facilitation practices and approaches in implementing learning programs: an input to DSWD-CAR



for adult education in general (Figure 3). It is a 4-step continuum called 4Ds (Diagnose, Design, Deliver, Deduce) which ensures an adult learner-centered learning endeavor from the diagnosis to evaluation. Also, it encapsulates specific processes benchmarking from Malcolm Knowles' eight (8) principles of adult learning and teaching as a result of his assumptions on how adults mainly learn.

Phase 1-Diagnose: 'Learner-diagnosed Needs.' The first phase begins with the 'Diagnosis' of learning needs by the learners themselves. This is governed by the Knowles' principle which states that 'learners themselves should diagnose their own learning needs' (Principle 1) and 'learners themselves must translate needs into objectives' (Principle 2). The study refers to this as the Learner-diagnosed Needs. This can be attained through the Learning Needs Assessment and Analysis (LNA²) process.

The LNA² process, which encompasses both assessment, analysis, and providing feedback, is vital in designing adult learning programs. It serves as a planning procedure to surface precisely the specific gaps or needs, as there is no perfect needs assessment tool (Knowles et al., 2005). Through this process, the adult learners will be helped to realize what they need to enhance thereby making them more focused during the actual learning.

Generally, the LNA² process involves assessment, analysis, and giving feedback on the results. First, assessments are conducted which covers the identification of learners' own (1) profile or background; (2) level of knowledge, skills, and attitudes (KSA); and (3) expectations for learning. This may be conducted via FG with target participants or through a needs assessment tool. Second, the analysis is a must by which findings and recommendations are sought. For instance, if KSAs were rated by learners as low, average, or satisfactory, a recommendation on how to fill out the gap is necessary. Finally, presentation or feedback of the analysis, which will serve as a guide in formulating the learning objectives, is conducted.

Phase 2-Design: 'Learner-Designed Instruction.' The second phase is guided by Knowles' third principle which states that 'learners must be involved in planning the learning program' (Principle 3). To arrive at a Learner-designed Instruction, learners' inputs on what to be covered (i.e., topics and sequence), how these may be delivered (i.e., strategies

for learning such as problem or task-based), and measures to assess the quality of learning (outputs and outcomes) must be gathered. Gathering precisely the said inputs is crucial when designing learning programs as adult learners are more receptive when they know why, what, and how to learn. Thus, adult learners choose programs course, or workshops based on their immediate and or practical needs (Knowles, et al., 2005).

If planning with the target learners seem unattainable, the training needs assessment tool may be customized to gather these. When successful, training designers will be more prepared to draft the Session Plan Design (SPD). While institutions vary in terms of format, the SPD should include the (a) rationale (gaps to be addressed and goal of training), (b) timeframe (length of activity), (c) description of participants (profile), (d) specific contents or sessions, (e) specific objective per session, (f) methodology (approach to deliver the session), and (g) expected outputs and outcomes per session).

Phase 3-Deliver: 'Andragogy-based Delivery.' The third phase is 'Deliver'. This is ruled by Knowles' principles such as 'a physical and psychological climate conducive to learning must be set' (Principle 4); 'learners must be prepared for learning' (Principle 5); 'a mutual planning procedure must be conducted' (Principle 6); and, 'learners must be helped on how they carry out their learning plan' (Principle 7).

One way of setting physical and psychological climate is by establishing a relaxed, collaborative, informal, and supportive learning climate. To prepare learners for learning, the overview of learning must be delivered before the main topics. In addition, levelling of expectations must be conducted as a form of mutual planning procedure. This is when the trainer and the participants level off or come to a mutual understanding of what it is to be learned during the learning proper. Finally, to aid learners on how to attain their learning plan, the trainer must take the role of a facilitator. This means that the trainer becomes a co-participant instead of becoming a subject matter expert or sole source of information. Further, while trainers vary in terms of techniques and strategies in teaching, the use of inquiry projects, independent study, and experiential techniques help ensure participation and maximum learning (Knowles, et al., 2005). The study refers to this as Andragogy-based Delivery through the WP²R² (Warm-up, Production, Processing, Reproduction,



and Reflection).

Warm-up (W). To psychologically prepare learners, a 'warm-up' activity related to the topic must be first facilitated. Thus, group dynamics as a form of getting-to-know-you activities (attuned to the target audience i.e., age, nature of learners, education background, cultural affiliations, and so on) are advantageous.

Production (P). Since adult learners are problem-oriented and have rich life experience, allowing them to get hands on with the learning process may be beneficial. The 'production' portion may include activities that are hands-on especially if target outcomes are skills-based. Note that adults want to be acknowledged as responsible for their own learning. Thus, involving them by providing opportunities to explore and showcase what they already know is essential. This way, repetition of what they already know is avoided.

Processing (P). In this stage, learners are asked of their views regarding the production. They themselves should identify what went right, what went wrong, and what can be done to make it better. Instead of giving answers right away, the trainer may use the Socratic Method or the art of questioning to bring about learning realizations.

As an integral part of the processing, inputs to the content are simultaneously provided by the trainer to deepen the discussion. This is when the trainer takes the role of a subject matter expert by providing only what learners do not know. If an 80-20 rule is applied, this is where the 20% lecture or discussion comes in. The 80% is consumed on activities that allow for collaboration (i.e., critical thinking, problem solving, brainstorming, etc.) and sharing of learning experiences by the adult learners as they are capable of learning on their own and may not necessarily rely greatly on the trainer for knowledge and learning. Again, the role of the trainer is to facilitate learning rather than enforce learning to transpire.

Reproduction (R). To verify whether the inputs are valuable and are well taken by the learners, a 'reproduction' session must be carried out. This is where learners apply what they have learned from the trainer's inputs. They will showcase how much learning was acquired, how much learning they are able to apply, and how much reinforcements are necessary. Thus, activities in the reproduction have

to involve critical thinking and problem solving. Most importantly, the reproduction session is also an avenue to synthesize learning. By combining the concepts learned during the activities as well as inputs to the session, the reproduction allows for the creation of a new learning and or may be a process or a concept.

Reflection (R). Finally, the learners share how they felt about the overall learning process as well as what has been learned and unlearned. While it is evaluative in nature, the 'reflection' session allows learners to produce a new learning out of the combination of what had been discussed (synthesis). This may be facilitated orally but may be better with written as reflections and realizations are highly personal, which may vary at a great extent from one individual to another.

Phase 4-Deduce: 'Learner-deduced Evaluations.' The final phase is ruled by the andragogical principle, 'learners should evaluate their own learning' (Principle 8). The thorough involvement of learners in gauging the extent to which they have attained their learning goals is vital. Thus, a criterion reference evaluation validated by peers, facilitators, and experts is necessary. It will enable learners to reflect on the different areas of the learning program as they will reflect realizations for further improvement of the conduct of training, the training materials, the methodology of the trainer, as well as their performance during the learning process (Henschke, 2014).

Generally, the aim of this phase is to improve the overall learning program and how it may be carried out in future trainings. When learners serve as main source of deductions it is referred to in this study as the Learner-deduced Evaluation of learning. To do this, evaluation of the overall training program must be undergone through a 'Post-learning Evaluation (PLE)' procedure. This procedure benchmarks on the overall evaluation of the other three Ds—diagnose, design, and deliver. In other words, the utilized needs assessment tools or modes for diagnosing learning, designed learning plan, and how it was delivered, shall all be covered in the evaluation modes and tools. Specifically, the evaluation of the trainees, the trainer, and the overall training is suggested.

Trainee evaluation. To summarize how much learners have acquired, an informal post-test (oral) may be facilitated by asking simple questions like,



“What three things struck you most today?”; “Which concepts are you most confident you can apply immediately?”; and “Which topics do you wish to be elaborated in future trainings?”. The most important in the trainee evaluation is to bring out the behavioral responses especially how the learners felt towards the learning event.

Trainer evaluation. To allow the validation and verification of the trainers’ pre-conceived assessment of the overall learning, a portion on the evaluation form should be allotted for this. This is to record good facilitation practices that may be replicated, areas that may be avoided or improved, and some recommendations to make learning facilitation better. It is important to note that exemplary educators always reflect on how they have performed, are open to criticisms and feedback, and are most curious as to how they are perceived by the learners.

Training evaluation. This formally evaluates the overall learning program. It is both quantitative and qualitative, which assesses whether training objectives, expected outputs, and possible outcomes were attained. Recommendations for improvement must also be included as this may serve as a needs assessment for future trainings especially for institutions. Furthermore, the mode of needs assessment, the learning program (materials, visual aids, and resources), and how it was implemented must be carefully assessed. Finally, the logistics (i.e. food, venue, hall, and so on) must also be evaluated as it plays a vital role during the learning process. For institutions, it is recommended that the results of PLE be utilized as needs assessment, which needs to be again analyzed for incoming learning interventions or engagements. When this happens, the 4Ds framework begins and ends with deduce and the cycle goes on.

C o n c l u s i o n s

The overall adult learning process has been seen as highly complex; thus, andragogy recommends the overall involvement of target adult learners in all its processes. In this study, despite the partial involvement of learners in the overall process, andragogy was seen feasible and applicable from diagnosing learning needs to evaluating learning outcomes.

In designing learning programs (built from

diagnosis of needs), learners have only been involved during the needs assessment via competency-based assessment and FG with target participants. Despite this, it has been evident that the results of such were fully utilized as one of the bases in formulating target objectives as most trainings were mandatory.

On the other hand, the overall facilitation practices employed in implementing learning programs were found andragogical. It has been evident that adult learners have been thoroughly involved when (a) setting the physical and psychological climate, (b) preparing the learners for learning; (c) mutually planning the learning process; and, (d) evaluating the overall learning. As for the approaches utilized during implementation of learning programs, only the 4As approach was seen andragogical, as the trainer takes the role of a facilitator. By taking the role of a facilitator, the trainer respects the learners’ experiences and self-directedness as opposed to being a subject matter expert (the only source of knowledge is the teacher).

Finally, the andragogical training design facilitation framework devised for adult education was themed 4Ds (Diagnose, Design, Deliver, and Deduce). This framework is designed to be learner-centered as it encourages training design makers to involve target adult learners in all the process from diagnosing learning needs down to the evaluation not only of the learning outcomes but also the whole process including the other three Ds. Moreover, the framework is designed to be applicable in as many adult learning situations (i.e., designing and facilitating college and graduate courses).

R e c o m m e n d a t i o n s

With the findings, the study recommends that adult educators (from higher education institutions, human resource offices, and adult education practitioners) may be encouraged to consider learners’ inputs in designing the learning program or consider adapting the derived LNA² process developed in this study. Also, for skills-based trainings or capability building activities, the formulated WP²R² may be adopted and adapted in order to facilitate a more learner-centered adult education. In addition, for a more learner-centered adult education, the devised training design facilitation framework may be adopted and adapted to fit actual conditions



from diagnosing needs and objectives to designing, delivering, and evaluation of the overall learning process. Moreover, higher education institutions (HEIs) and other agencies exposed to adult education and professional development may be encouraged to include and or accommodate Andragogy in designing their curriculum, syllabus, and training programs. Furthermore, to complete the data and for a thorough analysis, field observations on how trainings are conducted and designed by TESDA-BCSAT and CHED-PAFTE are recommended. As for further research, analysis of conduct of trainings using the learners as respondents is recommended. Finally, for further research to test the validity, reliability, and applicability of the devised training design facilitation framework, this may be piloted in as many academic disciplines or adult learning situations possible.

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Appendix A: DSWD-CAR's Documentations

No.	TRAINING TITLE	VENUE	DATE	PARTICIPANTS	TOPICS TACKLED	OBSERVED
1-15	Abundant Life Program (Batch 1-15)	Resurrection Church Compound, Magsaysay, Baguio City	September 22 to November 16, 2017	1,338 total participants (89 average participants per batch)	Introductory Session: Abundant Life Program; Session 1: Worldview; Session 2: Success; Session 3: The Power of a Dream; Session 4: The Success Journey; Session 5: Stewardship; Session 6: Faith Matters	
16-18	Learning Development Interventions (Tracks 1 & 3-4)	Crown Legacy Hotel, Kisad Road, Baguio City	July 18-20, 2017; Oct 24-26, 2017; Nov 21-23, 2017	284 total participants	Track 1: The Evolving Context of Social Case Management Track 3: Pre-marriage Counselling: Laws, Polices, & Guidelines Track 4: Caring for the 'Carers'	1-3 (Tracks 1 & 3-4)
19	Staff Development for RPMO Technical Staff	Crown Legacy Hotel, Baguio City	April 3-7, 2017	39 total participants	Session 1: My Leadership Journey; Session 2: My Leadership Capital; Session 3: intro to Coaching Conversations and TGROW; Session 4: Suspending; Session 5: the Basics – Listening & Reframing; Session 6: Asking Powerful Questions; Session 7: Triple Loop Learning; Session 8: Putting it all Together; Session 9: GVV; Session 10: My Current & Preferred Reality; Session 11: Caselets; Session 12: Dialogue	4
20	Supervisory Development for Area Coordinators	Pines View Hotel, Legarda Rd., Baguio City	Feb 20-24, 2017	36 total participants	Knowing Yourself; Path of Leadership; Personal Effectiveness; Effective Communication; Leadership and management; Respond and Reach; Coaching Fundamentals; Mentoring Fundamentals; Team Dynamics	5
21	Personality Development for RPMO Staff	Crown Legacy Hotel, Baguio City	Feb 28-Mar 2, 2017	64 total participants	Personality and Interpersonal Relationship Enhancement and Aspects on Personality; Aspects that project personality; Tips for winning personality; Making a good first impression; Speech and Interpersonal Relation; Body Language and Communication; The power of positive language	6



Appendix A: Continuation

No.	TRAINING TITLE	VENUE	DATE	PARTICIPANTS	TOPICS TACKLED	OBSERVED
22-24	KC-NCDDP Cycle 3 Refresher Course (Batch 1-3)	Banaue Hotel & Youth Hostel, Banaue, Ifugao	Feb 6-10, 2017; Mar 6-10, 2017; Mar 13-17, 2017	315 total participants (90 – Batch 1; 96 – Batch 2; 129 – Batch 3)	Module 1: KC-NCDDP Program Fluency Module 2: Personality Development: The Core Competencies	7-8 (Batch 1-2)
25	KC-NCDDP TOT for Cycle 3 Refresher Course	Banaue Hotel & Youth Hostel, Banaue, Ifugao	Jan 30-Feb 3, 2017	34 participants	Module 1: KC-NCDDP Program Fluency Module 2: Personality Development Focusing on Public Speaking & Facilitation for Trainers	9
26-29	Training on Social Protection Handbook (Batch 1-4)	Venus Park View Hotel, Baguio City (Batch 1) Hotel Veniz, Baguio City (Batch 2-4)	Jan 25-28, 2016; Aug 15-19, 2016; Jan 23-27, 2017; Feb 20-24, 2017	219 total participants (77 – batch 1; 34 – batch 2; 55 – batch 3; 53 – batch 4)	1: Key Concepts on Social Protection; 2: Overview of the Social Protection Handbook; 3: Overview of the SP-VAM Manual; 4: Risks, Vulnerabilities and Adaptation Strategies; 5: SP-VAM Procedures: The LGU Workshop for Risks and Vulnerabilities; 6: SP-VAM Procedures: The Barangay Risk and Vulnerability Workshop; 7: SP-VAM Family and Vulnerability Assessment – Actual Conduct and Processing of Assessment; 8: SP-VAM Procedures: Result Workshop Analysis and Reporting; 9: Utilization of LGU Risk and Vulnerability Assessment in Social Protection Development Report (SPDR); 10: Planning for Social Protection; 11: Development of Local SP Indicators	10-11 (Batch 1-2)
30	Quantum Geographic Information System	Burnham Suites, Kisad Rd., Baguio City	Jun 6-10, 2016	53 total participants	GIS Concepts; Quantum GIS Interface and General Tools; Management of GIS Data; Working with Vector Data; Raster Data; Geo-tagged Data; Tabular Data; Exporting and Printing Maps; Symbology, Cartography and Map Layout; Thematic and Hazard Mapping	12



Appendix A: Continuation

No.	TRAINING TITLE	VENUE	DATE	PARTICIPANTS	TOPICS TACKLED	OBSERVED
31	Training on Integrity Management Program	Newtown Plaza Hotel, Baguio City	May 31- Jun 3, 2016	42 total participants	Module 1: Integrity Management Program; Module 2: IMP Implementation Guide; Module 3: Program Monitoring & Evaluation	13
32	Trainer's Training on Operation & Maintenance	Crown Legacy Hotel, Baguio City	April 11-15, 2016	49 total participants	Operation and Maintenance Concepts; Operation and Maintenance for Communal Irrigation System -Chlorine Disinfection; Tariff Derivation; Mutual Partnership Agreement for O&M; Surface Drainage System (SDS); Tariff Setting Financial Management of O&M Group; Functionality Audit; Overview of Sustainability Evaluation Tool	
33	Training on PIMMS II & Encoders Conference	Azalea Residences, Leonard Wood Loop, Baguio City	Jan 18-21, 2016	78 total participants	Reorientation on the Sub-Project Implementation Module and Actual Intensive Data Encoding; Orientation on the Geo-tagging Web Application and Actual Data Upload; Reorientation on the Finance Component of the SPI Module (MCSLCC, Fund Release and ERS) ; Continuation of Intensive data encoding on the SPI module	14
34-35	CDD & GAD Learning Workshop: Batch 1 & 2	Mines View Park Hotel, Baguio City	Jan 19-22, 2016; Feb 2-5, 2016	60 total participants (24 – batch 1; 36 – batch 2)	Module 1: Understanding GAD; Module 2: Gender mainstreaming in the CEAC Process; Module 3: Leadership	15
36-37	Roll-out Training on Unified GAD: Batch 1 & 2	Ridgewood Residences, Baguio City Chalet hotel, Baguio City	Jan 11-15, 2016; Jan 25-29, 2016	76 total participants (26 – batch 1; 50 – batch 2)	Session 1: Understanding Gender and Development; 2 : GAD Laws & Other Policy Imperatives; 3: The DSWD Gender Policy; 4: Analysis of Gender Inequities; 5: Understanding Individual, Family and Household Divided; 6: Gender Assessment of Organizations and its services; 11: Stakeholder's Analysis; 12: Guide to GAD Planning and GAD Accomplishment Report;	16



Appendix A: Continuation

No.	TRAINING TITLE	VENUE	DATE	PARTICIPANTS	TOPICS TACKLED	OBSERVED
38	Project Portfolio Management	Ridgewood Residences, Barangay Lualhati, Baguio City	Nov 22-27, 2015	45 (1 classroom)	Session 1: Policy and Public Sector Reform Context; Session 2: Project Life Cycle Management/ Scoping; Session 3: Team Working Style & Team Life Cycle; Session 4: Risk Management; Session 5: Introduction to Work Breakdown Structure (WBS); Session 6: Introduction to Critical Path Method (CPM); Session 7: The Vertical Logic of the Logical Framework	17
39-40	Training on Geotagging and Basic Community Organizing: Batch 1 & 2	Romel Suites, Naguillian Road, Baguio City	Nov 16-20, 2015; Nov 23-27, 2015	152 total participants (70 – batch 1; 82 – batch 2)	Module 1: The Power to Be; Module 2: The Power to Create; Module 3: The Power to Relate	18
41-43	KC-NCDDP Refresher Course for ACTs & MCTs: Batch 1 -3	Azalea Residences, Leonard Wood Loop, Baguio City	Oct 26-30, 2015; Nov 9-13, 2015; Feb 8-15, 2016	307 total participants (131 – batch 1; 94 – batch 2; 82 – batch 3)	Module 1: Revisiting the KC-NCDDP Context Module 2: The indicators of Success Module 3: Magnifying the CEAC Operationalization Module 4: Moving through Collaboration and Networking	19-20 (Batch 1-2)
43 total of trainings documented and analyzed					20 total of training personally documented and observed	

