

## WORKSHOP AGENDA

Day One		
Time	Session	Theme
9:00-9:30	1	Opening Remarks
9:30-10:15	2	Introduction to the Workshop Objectives and Participants
10:15-10:30		Coffee Break
10:30-11:00	3	Integrating Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict
11:00-12:00	4	Sustainable Development Challenges in The Country
12:00-1:00	5	Introduction to the Guidance Notes
1:00-2:15		Lunch
2:15-3:45	6	Sustainable Development in The Country
3:45-4:00		Coffee Break
4:00-4:45	7	Linking Sustainable Development Challenges and Priority Areas
4:45-5:00	8	Day One Wrap-up

Day Two		
Time	Session	Theme
9:00-9:15	9	Welcome and Review of the Day's Agenda and Objectives
9:15-9:45	10	Discussion of Previous Day's Results
9:45-10:15	11	Formulating an Action Plan
10:15-10:30		Coffee Break
10:30-12:30	12	Action Plan Working Groups: Brainstorming and Planning
12:30-1:45		Lunch
1:45-3:15	13	Action Plan Working Groups: Presentation and Discussion
3:15-3:30		Coffee Break
3:30-4:45	14	Action Plan Follow-up
4:45-5:00	15	Closing Remarks

# Sample Format For Workshop Programme

**Tolulope Noah**



## **Sample Format For Workshop Programme:**

*Designing and Facilitating Workshops with Intentionality* Tolulope Noah, 2025-06-25 *Designing and Facilitating Workshops with Intentionality* offers practical guidance tools and resources to assist practitioners in creating effective engaging workshops for adult learners Drawing from three key learning frameworks and the author's considerable expertise in facilitating workshops across both educational and corporate settings this book focuses on ten essential principles to consider when developing professional learning experiences Whether facilitating on site or virtually readers will gain a deeper understanding of how to design and facilitate workshops with an inclusive mindset thus creating meaningful active learning opportunities that result in greater involvement among participants and better feedback Guiding questions chapter takeaways and a compendium of additional online resources supply plentiful opportunities to further build and fine tune these skills Within these pages both new and seasoned facilitators will find inspiration encouragement and support as they craft professional learning experiences that ignite curiosity and spark growth in all learners

**Program Evaluation** Robert O. Brinkerhoff, D.M. Brethower, Jeri Nowakowski, T. Hluchyj, 2012-12-06 Please glance over the questions that follow and read the answers to those that are of interest

Q What does this manual do

A This manual guides the user through designing an evaluation

A Who can use it

A Anyone interested or involved in evaluating professional training or inservice education programs The primary users will be staff members who are doing their own program evaluation maybe for the first time Experienced evaluators or other professional educators can find useful guides and worksheets in it

Q If I work through this manual what will I accomplish

A You will develop one or more evaluation designs and perhaps you'll also use the designs to evaluate something to make it better or to document its current value

Q What is an evaluation design

A An evaluation design is a conceptual and procedural map for getting important information about training efforts to people who can use it as shown in the graphic below

*Strategic toolkit for assessing risks (STAR)* World Health Organization, 2021-11-17

*Opera-musical Theater*, 1980

*Statistical Training Programs by the U.S. Bureau of the Census* International Statistical Programs Center (U.S.), Population statistics and demographic analysis sampling and survey methods agricultural surveys and censuses economic surveys and censuses computer data systems

**Developing a Library Accessibility Plan** Rebecca M. Marrall, 2020-08-05 *Developing a Library Accessibility Plan A Practical Guide for Librarians* provides library professionals with the knowledge tools and templates and practical examples necessary for developing a tailored and comprehensive accessibility plan for their institution Part One provides foundational knowledge about disability experiences in libraries including an overview of existing legislation and a breakdown of the disability community in the United States This part also names and defines the impact of different accessibility barriers within online physical and instructional settings for different populations Part Two outlines the initial stages of developing a comprehensive plan for resolving accessibility issues These chapters explore how to conduct an environmental scan of existing challenges strategies for identifying potential partners in

the resolution of these problems and how to prioritize accessibility initiatives and projects Part Three provides several practical real life examples of projects and initiatives drawn from the author s professional experiences These case studies offer a summary of each accessibility project along the corresponding impact finished by an analysis of lessons learned from the experience A copy of all tools templates and other planning documents are available in the chapter itself The book will help readers understand how to inventory prioritize plan implement and assess a comprehensive improvement plan for electronic physical and instructional and or programming related accessibility issues within their library

**Planning Programs for Adult Learners** Rosemary S. Caffarella, Sandra Ratcliff Daffron, 2013-01-28 Planning Programs for Adult Learners Third Edition covers the development of adult education programs in clear specific detail This popular step by step guide contains information on every area of program planning for adult learners from understanding the purpose of educational programs to obtaining suitable facilities to incorporating technology appropriately For educators and practitioners for whom planning programs is a full time responsibility or only a part of their jobs as well as volunteers in a variety of organizations will find this book to be an essential tool Grounded in a variety of program planning models the new edition includes new refinements to the 11 component interactive model updated exercises and examples from new settings new material on the practical application of technology discussion of instructional and program evaluation a focus on critical managerial tasks a new chapter on exploring the foundational knowledge of program planning a new section on the ethical issues related to program planning

*Resources in Education* ,1996-07

**Ultimate Basic Business Skills** Christee Gabour Atwood, 2009-12-01 Having a copy of Ultimate Basic Business Skills Training an Effective Workforce on your bookshelf is like having an on call business training department This book offers ready to present programs on the most critical frontline business skills every member of your organization needs Too often training in these basic business areas is ignored in favor of more pressing product or service training Ultimate Basics Business Skills offers learning professionals everything needed to quickly deploy this valuable training Lively scripted half day programs in more than 20 individual topic areas cover external and internal customer service skills project management help in projecting a professional image and working in a team environment and much more The book uses the familiar structure of the Trainer s Workshop Series to guide the training sessions and includes all handouts worksheets assessments and PowerPoint slides to allow users to quickly create training targeted specifically for their intended audience All programs offer enough additional material to allow expanding the program length to suit training needs Users can easily blend mix and match formats and contents to create just the program your organization needs

[Reflections on Statistics](#) Susanne P. Lajoie, 2012-10-12 An issue in the current push for reform in mathematics education is the call to address statistics at the precollege level This volume represents the emerging findings of an interdisciplinary collaboration among a group of mathematics educators cognitive scientists teachers and statisticians to construct an understanding of how to introduce statistics education and assessment for students in

elementary and secondary schools A premise shared by the contributors to this volume is that when students are introduced to statistics at the K 12 level and provided with opportunities to do statistics that are related to actual life situations they will be better prepared for decision making in the real world The interdisciplinary nature of the group of researchers stimulated a lively interchange of ideas for enhancing the learning teaching and assessment of statistical understanding which is reflected in this volume Mathematics educators contribute their insights into how teachers teach mathematical ideas and heighten our awareness of the ecological needs of the current mathematics classroom Cognitive scientists share their understanding of developmental differences in learning and present theoretical perspectives that contribute to the design of effective learning environments Classroom teachers share their ideas about classroom activities and assessment of student learning as well as their concerns for in service training and workshops to help teachers acquire skills in this new content area Statisticians offer their understanding of what is feasible to teach in the early grades and what their view is of statistical literacy The book is organized around four interdependent themes content teaching learning and assessment By focusing their respective chapters on particular themes the authors intend to cultivate a better understanding of how each relates to improvements in statistics education This is the first book to address statistics learning in grades K 12 address issues of statistical curriculum content in grades K 12 address issues of assessment of statistics learning in grades K 12 bring issues of technology instruction and assessment in statistics education in grades K 12 and look at teacher education for statistics instruction in grades K 12 This is a must read book for both practitioners and researchers involved in K 12 mathematics education

Resources in Women's Educational Equity ,1980 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information Subject author indexes *Incentive Pricing Handbook for Agricultural Water Districts* ,1997

**Effective Grant Writing and Program Evaluation for Human Service Professionals** Francis K. O. Yuen,Kenneth L. Terao,Anna Marie Schmidt,2013-07-29 A state of the art guide for developing grants with a strong emphasis on using program outcome measurement to underscore need and accountability Based on the authors many years of experience in the public and nonprofit sectors Effective Grant Writing and Program Evaluation for Human Service Professionals integrates the topics of grant proposal writing and program evaluation offering grant seekers the practical guidance they need to develop quality proposals obtain funding and demonstrate service results and accountability The authors clearly and succinctly illustrate and describe each stage of the grant writing and evaluation process Problems or issues that arise frequently are highlighted and followed by specific advice In addition numerous real world examples and exercises are included throughout the book to give readers the opportunity for reflection and practice This timely reference incorporates a strengths perspective providing An inside look at the grant writing and evaluation

processes with insights from experienced grant writers agency administrators foundation program managers and grant reviewers Specific examples of successful grant proposals and evaluation plans and instruments serving as models for learning and practice Field tested individual and group exercises that facilitate the development of grant writing and evaluation skills Discussion of electronic technology in grant writing and evaluation including writing and submitting grant proposals online and identifying funding sources This grant writing and program evaluation guide follows a needs driven evidence based result oriented and client centered perspective Its authoritative discussion equips human service professionals to effectively develop grants with a strong emphasis on measuring program outcomes

**Training and Development Organizations Directory** Janice W. McLean,1994 This reference is a guide to more than 2500 companies that produce more than 12 000 workshops seminars videos and other training programmes that enhance skills and personal development

**Highway Safety Literature** ,1977 Writing Programs Worldwide Chris Thaiss,Gerd Bräuer,2012-07-30 WRITING PROGRAMS WORLDWIDE offers an important global perspective to the growing research literature in the shaping of writing programs The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day to day and long range issues affecting how students across disciplines and languages grow as communicators and learners

*A Subject Bibliography from Highway Safety Literature* United States. National Highway Traffic Safety Administration,1977

**Report of Two Workshops for Women Leaders on the Preparation and Implementation of Project Proposals** ,1979 *The Program Evaluation Standards* Joint Committee on Standards for Educational Evaluation,James R. Sanders,1994-04-06 The Program Evaluation Standards is a must have book for anyone responsible for reviewing evaluation proposals planning and conducting evaluations managing evaluation projects or judging the merit and worth of evaluations once completed For experienced practitioners it provides a set of values and principles by which to guide successful practice that is a set of criteria that determines whether educational evaluations are trustworthy and fair The Standards sets expectations of the design and implementation of educational evaluation for all practitioners in all types of educational arenas even those involved in social programming endeavors For newcomers and those less experienced who may be responsible for commissioning and using evaluations the Standards supplies a useful framework of generating a list of questions to raise about any evaluation plan or final report in an effort to assess its pros and cons The book is an invaluable how to resource for graduate students venturing out into the field and it instills a sense of what it means to be a responsible evaluator For clients or consumers the book offers advice on what they should expect of an evaluation Publisher description

**A step-by-step guide for developing a public health strategy for artisanal and small-scale gold mining in the context of the Minamata Convention on Mercury** World Health Organization,2021-03-31

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