

**Teachers for Tigers in Bhutan
Pre-evaluation Report**

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November 18, 2005

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Program Description

Overview

Teachers for Tigers is a conservation education curriculum developed by the Wildlife Conservation Society (WCS). It uses the tiger as the focal animal to teach about biology and conservation, and to inspire its audience to take action to protect the tiger and the environment. Teachers for Tigers can be used with audiences from children to adults. It has been used in the United States, but was created for people in tiger range states. So far, the curriculum has been translated into seven languages and training workshops have been conducted in India, China, Malaysia, and Bangladesh. This report focuses on upcoming workshops in Bhutan.

Collaborating with the Forestry Department of Bhutan, two workshops have been planned for December, 2005. Each workshop will train thirty school teachers and community educators using the Teachers for Tigers curriculum. As well as teaching about tigers, this is a teaching program, designed to expose teachers to active teaching methods.

Goals and Objectives

The **goal** of the Teachers for Tigers program is to train educators using the Teachers for Tigers curriculum. They will implement the program in their community to increase understanding, appreciation and positive action to protect tigers.

The **objectives** are that by the end of the workshop, teachers will:

- describe tiger biology, ranges, role in culture, threats and ways to help tiger conservation by listing at least three facts per topic.
- practice at least five active teaching techniques such as drama, role-play, drawing, games, observation, and co-operative learning.
- integrate different subjects (math, language, history, art) with science to learn/teach about tigers.

Within three months, teachers will:

- use at least four of the lessons covered in the workshop with their students
- share positive values and motivation about tiger conservation with at least two groups, including their families, students, and communities
- organize at least one professional development session with their colleagues to share their workshop experience
- contribute to tiger conservation by engaging their students, communities, and colleagues in actions which help tigers

Program Rationale

Our partner, the Forestry Department in Bhutan, has told us that there is a need for conservation education materials and training in Bhutan. The tiger is a respected, charismatic animal which

will capture the teachers' and children's attention. Teachers for Tigers has been revised using content from Bhutan in many of the lessons such as the timeline, Tigers in our Culture, the role playing activity, how scientists study tigers, and protected areas in Bhutan. Teachers for Tigers has successfully been implemented in other countries such as India.

Logic Model

This logic model shows the relationship between the program's inputs, outputs, and outcomes. Teachers for Tigers has been shortened to T4T. Outcomes are for teachers unless specified. The outcomes, as well as moving through time, grow in scope. Short-term outcomes are the results at the end or shortly after the program. The medium-term outcomes are broader, often integrating the program into daily life. The long-term outcomes look at the big picture, where the program has lasting impact and moves beyond the curriculum to making a positive difference to the environment.

Inputs	Outputs		Outcomes		
	Activities	Partici- pants	Short	Medium	Long
Staff -WCS-NY Staff -Partner country hosts and staff Materials -T4T curricula - workshop supplies Funding - as per budget - various funding sources Partners - Forestry Dept of Bhutan Facilities - workshop venue - classroom - green space for activities - natural/ protected areas	- T4T classroom activities - Talks from scientists on topics such as Conservation in Bhutan - Outdoor activities to exp. nature e.g. bird-watching	School Teachers (Mainly primary school, but also middle school and higher) Protected area staff (with education duties)	Learning - teachers show greater knowledge about tigers and conservation Attitudes - excitement about sharing workshop with others - feeling committed to conservation and feeling they can make a difference Skills - new teaching skills Opinions -feeling others should be involved in conservation too	Practices - T4T used regularly - T4T teaching techniques used in many classes and subjects - Lessons adapted for audiences - sharing positive motivation about tiger conservation Behaviors - continuing to learn about tiger conservation - organizing professional development sessions for colleagues Social action - communicating with and involving community in conservation activities Decisions - conservation themes used often - conservation practiced more than before (green living)	Environmental - collaborations with students, teachers, community members makes a positive impact on the environment. Economic - supporting companies with sound env. practices Social - Educators are role models in the community about living greenly and practicing conservation - Educators inspire students, colleagues, and families to care about tigers (and wildlife and wild places)

Purpose of the Evaluation

The evaluation of Teachers for Tigers in Bhutan will examine whether program goals and objectives are met. The evaluation will be both formative and summative. Answers to the questions below will provide information for improvements in the workshop (or workshops in the future) and examine how well the program is implemented after the training workshop. We are interested in the changes in knowledge, affect, and behavior of teachers participating in the Teachers for Tigers program, and their impact on their communities.

Evaluation Plan Questions

Formative evaluation questions:

- F1. Were the facilities (classroom, natural space) appropriate for the workshop?
- F2. Was the length of the workshop appropriate?
- F3. Was the workshop well organized?
- F4. Are materials in English appropriate for Bhutan?
- F5. Are the materials culturally sensitive for a Bhutanese context?
- F6. Did the teachers find the workshop facilitators friendly, knowledgeable, and enthusiastic?
How could facilitators improve?
- F7. Do teachers feel comfortable using at least five active teaching techniques (drama, role-play, etc.) during the workshop?

Summative evaluation questions

- S1. What parts of the training were most enjoyable and applicable for the teachers?
- S2. What lessons were most useful for the teachers? Which ones are they most likely to use in their classrooms?
- S3. Did the teachers increase knowledge about tiger biology, ranges, history, role in culture, how tigers are studied, threats and ways to help tiger conservation?
- S4. Did the workshop help teachers feel enthusiastic and committed to conservation?
- S5. Will teachers be able to implement this workshop in their schools easily, or what might some potential challenges be?
- S6. Did the workshop help teachers integrate different subjects with science to learn/teach about tigers?
- S7. Did the workshop help teachers use active teaching techniques (such as drama, role-play, etc.) in their classrooms?
- S8. What goals do teachers have to apply what they learned during the workshop? When will they do these actions and how do they measure their success?
- S9. Are teachers using the curriculum by teaching at least 4 lessons in their classes afterwards?
- S10. Are teachers sharing their workshop experience with their colleagues?
- S11. Do teachers use resources such as zoos or natural areas more after the workshop?
- S12. Have teachers' attitudes towards tigers and conservation changed as a result of participating in the workshop?
- S13. What actions have participants taken to contribute toward tiger conservation?

Evaluation techniques and instruments

We plan to answer these questions using several evaluation techniques and instruments:

- a) The **Content Test** in the Teachers for Tigers curriculum will be used pre- and post- workshop to assess learning of information about tigers.
- b) **Concept Maps** will also be used pre- and post-workshop to examine content and perhaps attitude about tigers.
- c) The **Attitude Test** in the Teachers for Tigers curriculum will be used pre- and post-workshop to assess attitudes towards tigers and conservation pre- and post-workshop.
- d) A **Post-workshop Questionnaire** will be completed at the end of the workshop, and will ask about logistics, activities, and barriers to implementation.
- e) Three to six months after the program, teachers will be contacted for an interview. An **Interview Guide** has been developed to ask them about implementation of the curriculum and their feelings and behaviors related to conservation. During the interview they will be asked about their **Action Plan** which they completed during the workshop. The Action Plan outlines goals, timelines, and how teachers know they've reached their goals.
- f) If possible, teachers will be observed teaching a lesson from Teachers for Tigers. An **Observation Form** is included in the Appendix along with all the other instruments designed during this course.

Methods

Sources of Information and Timeline

The Content Test, Attitude Test and Concept Maps are part of the Teachers for Tigers curriculum. Other tools have been designed for this course, and sent our partner in Bhutan for input. Data will be collected from the following sources, instruments, and timeline:

Name of instrument/method	Source of Information	Timeline
Content test	60 Teachers (all workshop participants)	Beginning and end of workshop
Concept map	60 Teachers	Beginning and end of workshop
Attitude test	60 Teachers	Beginning and end of workshop
Post-workshop questionnaire	60 Teachers	End of workshop
Interview guide	60 Teachers	3-6 months after workshop
Observation form	60 Teachers, their students	3-6 months after workshop

Gathering and Analyzing Data to Answer Evaluation Plan Questions

In this section, each instrument will be discussed in terms of how it is used to gather data, what questions the data will answer, and how data will be analyzed. Sample questions are included; complete instruments developed for this course are in the Appendix. Together, this suite of instruments answers all the Evaluation Plan questions. Overlaps will help confirm findings.

a) Content Test

- Gathering the data: The Content Test in Teachers for Tigers will be administered as per the directions in the curriculum. Teachers will submit answers to the 12 multiple choice questions. They will take the test twice, at the beginning and end of the workshop.
- Answers questions about knowledge, which is Evaluation Plan Question S3 (See page 3 of this report).
- Analyzing the data: Tests will be scored. Data will be entered into Excel and descriptive statistics such as the mean pre-workshop and post-workshop scores and variability of scores, can be calculated.
- Sample question: Where do tigers live in the wild? a. Africa b. Asia c. Europe d. Americas

b) Concept Map

- Gathering the data: Teachers will learn about concept maps and how to construct them and to over one as an example as a class. At the beginning and end of the workshop, they will be given 20 minutes to construct a concept map about tigers.
- Answers questions about knowledge (Question S3). Attitude possibly will be mentioned (Questions S4 and S12)
- Analyzing the data: Based on the Teachers for Tigers curriculum and teacher maps, an “ideal” map will be drawn as a key. This will include all curriculum topics taught in the workshop, with clear links and cross-links between concepts. The master map will be used as a scoring key for both pre- and post- workshop maps done by the teachers. Novak’s modified system and a rubric will be used to score the maps.

c) Attitude Test

- Gathering the data: As per Teachers for Tigers curriculum. Teachers will submit answers to 10 statements pre- and post- workshop.
- Answers questions about attitude, Evaluation Questions S4 and S12
- Analyzing the data: Data will be entered into Excel and the histogram function will provide frequencies for the replies for each statement. Information can be reported as percentages.
- Sample question: You can help to make sure tigers survive. Happy/neutral/sad.

d) Post-workshop Questionnaire

- Gathering the data: A copy of the questionnaire will be given to each teacher during the last session of the workshop. Teachers will have 30 to 45 minutes to fill in the questionnaire, and then return it to the workshop facilitators.
- Questions about the workshop logistics, materials, teaching techniques, implementation, and attitude will be asked. This addresses Evaluation Plan Questions F1-F7, S1, S2, S4, S5, S12.
- Analyzing the data: The data will be entered in Excel so that descriptive statistics such as frequencies or percentages of replies can be calculated and illustrated with tables or bar

charts. Qualitative data will be transcribed and categorized. Patterns and connections within and between categories will be noted, and interpretations made.

- Sample question: The materials are culturally sensitive for a Bhutanese context.
Disagree Neither Agree. Comments/suggestions for improvement.

e) **Interview**

- Gathering the data: Our partner in Bhutan will contact teachers three to six months after the workshop to schedule an interview at their school. Questions will be asked according to the Interview Guide developed jointly.
- The interview will address questions about implementing the workshop such as naming T4T activities done in the classroom, subjects T4T has been integrated with, using active teaching techniques from the workshop, outdoor teaching and barriers (Evaluation Plan Questions S2, S4-S13)
- Analyzing the data: Answers will be transcribed and categorized by key themes. They will be analyzed for patterns and connections. Some answers may be quantified such as activities done in the classroom and methods of sharing information with colleagues and reported as frequencies or percentages.
- Sample question: Have you shared any lessons from T4T with other teachers in your school?
Probes: How did you share this information (workshop, demonstration lesson, lent them the book)? How many teachers? Which activities or techniques?

f) **Classroom Observation**

- Gathering the data: Teachers will be contacted three to six months after the workshop for a classroom observation session of a T4T lesson (in conjunction with their interview). Using a revised Observation Form which has been piloted, our partner will observe the teachers and students and fill out the form.
- Questions answered: Observations will answer questions about activities used in the classroom, subjects, teaching techniques and may show some barriers such as crowded classroom conditions. (Evaluation Plan Questions S2, S5-S7).
- Analyzing the data: Quantitative data from the section on observed skills will be analyzed by Excel for frequency and percentages. Qualitative data from the open ended questions will be coded for main themes and summarized. Sample quotations, especially about questions or comments, will be included for support.
- Sample question: List teaching techniques used during the class and describe how they were used.

Limitations

The Evaluation Plan aims to be comprehensive by including multiple evaluation instruments to collect data over time. However, there will be bias and limitations such as:

- Non-neutral evaluators: The workshop facilitators will be the ones who give the various tools to the teachers. The teachers know the facilitators and may want to please them by providing certain answers on the post-workshop questionnaire and interview guide. Perhaps positive feelings will be overemphasized, and negative ones underemphasized (as I've noticed with many Asian audiences). The workshop facilitators have a connection with the

program and may interpret concept maps and observations to their favor. Although it would be good to have an external evaluator, I don't think this is in the budget, and doing the evaluation ourselves is excellent experience!

- Interpretation of concept maps: Concept maps are very “open”, which may make them difficult to analyze. The scoring system which we developed is new, and we are still figuring out how to quantify and compare concept maps well.
- Potentially small sample size: For the follow-up interviews and observations, it may be logistically difficult to reach all teachers and visit them, but that is our goal.
- Observer's presence: During observations, the lesson may not be typical, and the presence of the observer will definitely affect the behavior of the teacher and students.
- Limited data source: In my evaluation plan design, teachers are the only data source. It might be a good idea to include students and/or principals or families in the interviews about implementation. The instructional team and host will be providing informal observations during the workshop, but instruments such as an observation guide or questionnaire could be created for more formal feedback.
- Limited data: More triangulation, for example, creating a questionnaire to be given to teachers three to six months, or one year after the workshop, will help provide a more complete picture when used in conjunction with the observation and interview tools.

Results

Qualitative and quantitative results will be presented in this section. As the workshops and evaluations have not yet been conducted, instead of actual results, I will summarize the type of information which would be included in the results.

From the Content Test, we will be able to report the average test scores before and after the workshop, and look at the proportion of teachers with different ranges of scores, such as “More than 90% of the teachers scored 80% or higher on the post-workshop test”. The Concept Maps will similarly show the concepts and connections teachers have about tigers before and after the workshop. A sample “before” and “after” map may be included in the results section. Scores from the rubric can be reported as frequencies or percentages. For example, “42% of the teachers created a post-workshop concept map which scored 20 to 25 points out of a total of 25 points. Their maps were very similar to the master map created for the workshop.”

Replies to formative evaluation questions about the workshop will be summarized here, and recommendations based on these will appear in the Conclusions and Recommendations section.

We will be able to report the key findings about facilities, length of workshop, facilitators, and materials. For the questions about T4T activities, teaching techniques, and subjects, the percentages of replies can be reported. For example, “The main subjects in which T4T will be used are science (70%), drama (45%), and math (15%).”

Answers to open ended questions such as “What might some challenges or barriers be for you when implementing T4T?” will similarly be reported after the main categories are pulled out. Teachers’ quotes will be used to illustrate the ideas in their own words. Visuals such as charts and bar charts will be used when the information would be more understandable in these formats, or we want to emphasize that topic.

Several of the program objectives focus on the implementation of the program. The information from the interviews and observations at three to six months after the workshop would be written in a second report to stakeholders. Information about which activities are used in the classroom, professional development activities, teaching techniques and subjects T4T is integrated with, as well as conservation attitudes and behavior will be described. The format will be tables, bar charts, quotes, and narrative which includes relevant percentages.

Results from the evaluation of Teachers for Tigers in Bhutan will be communicated to the **stakeholders** in different ways.

1. **Teachers** will receive a newsletter which includes some summaries such as “Thirty percent of teachers who participated in the workshop are organizing a special event in their school about tigers”. As well as reporting the evaluation findings, this information will give ideas and motivation to the teachers for their own follow-up activities.
2. The host, the **Department of Forestry of Bhutan**, will receive a report (or two, the second one which focuses on the follow-up information collected three to six months after the workshop) including formative and summative evaluation.
3. The **WCS Asia Director** and **WCS Vice President of Education** will receive a report (or two) about Teachers for Tigers in Bhutan, including formative and summative evaluation. Powerpoint presentations about the program, which would include evaluation information, may be done in addition to the written reports.
4. **Funders** will receive a report including formative and summative evaluation.
5. The **workshop facilitators** will read all the data from the post-workshop questionnaires, observation forms and interview guide notes, and summarize this. Internal reports or notes or raw data may be shared, as well as the official reports.

At this time, I’m not quite sure of the timeline. I imagine that one report will be written within a month of the workshops, and include all evaluation data that we have at that time. Then, a follow-up report can be sent after the six-month interviews and observations have occurred. In this way, the stakeholders are reminded of the program again, and kept up-to date as to the implementation and impact of the program.

Conclusions

Once we have collected and analyzed the data and written about the results, we will be able to interpret the results in the Conclusions section. We will present our ideas in the context of the program to make it clear to the audience of the report or presentation. Because we have not yet conducted our program or evaluation, no conclusions can be made at this time. How the stakeholders will get the results (and conclusions) is included in the previous section on Results. Here I'll point out the type of issues that each stakeholder might be interested in, and that we would include in their report.

1. Teachers

These findings, with ideas from teachers and program coordinators, would make good newsletter topics:

- What were the main changes teachers noted as a result of the workshop (in attitude, knowledge, teaching techniques or skills, incorporating conservation messages in their lessons or behavior)?
- What were the main barriers teachers have encountered, and how have they addressed or solved them? What support can be offered by the program coordinators?
- How are teachers sharing their T4T experience with their colleagues, students, and communities? What impact are these activities having?
- How are teachers progressing with their action plans? What suggestions are there for accomplishing the goals in the action plan?
- Have teachers been using natural areas more after the workshop, and are there any tips or great experiences they'd like to share?

2. Department of Forestry of Bhutan

These questions would be of interest to our host:

- Were the goals and objectives of the program met?
- How have teachers' knowledge and attitudes about tigers changed as a result of participation in this program?
- Do teachers feel they can make a difference, and is this reflected in their behavior?
- How are teachers inspiring others in Bhutan to take part in conservation?
- What are the main barriers that teachers have encountered in implementing the program, and is there anything we can do to help?
- Was the content in Teachers for Tigers culturally relevant and provided as much Bhutanese content as possible? What changed would be included in future versions of the book, and how can we contribute?
- What did we learn about hosting a workshop in terms of logistics that will help us with future workshops?
- How will the success of this program be communicated in Bhutan and internationally?

3. WCS Asia Director and WCS Vice President of Education

These questions would be of interest to Wildlife Conservation Society leaders:

- Were the goals and objectives of the program met?

- What short-term outcomes, such as knowledge, attitudes and skills, did the teachers gain as a result of participating in the workshop?
- What medium-term outcomes, such as teachers' daily practices (T4T activities or teaching techniques), decisions and leading others to practice conservation are evident?
- What is the long-term impact of this program on conservation in Bhutan?

4. Funders

- Were the goals and objectives of the program met?
- How were the funds used?
- Were the outcomes of the program good value for the financial input?
- How many teachers and students are affected by the program (in the present and future)?

5. Workshop facilitators/ program staff from Bhutan and New York

- Were the goals and objectives of the program met? For example, did teachers increase their knowledge about tigers and learn how to integrate science with other subjects?
- What would we change for future workshops? How can we incorporate the teachers' suggestions?
- Did the workshop help participants feel enthusiastic and committed to conservation?
- How did the workshop experience become integrated into daily life, for example affect teaching practices or green living?
- What challenges do the teachers face in implementing the program, and how can we help and support them?
- What impact is the program having on the teachers' communities?

Of course, many of these questions overlap, and it is likely that a final report addressing many of these issues will be written and distributed to the different stakeholders.

Recommendations will be included in the report as well. The teachers' recommendations, informal observations and experience from the workshop, as well the evaluation instruments will give good ideas for the future.

I recommend evaluating the evaluation plan for this program in Bhutan, and developing other instruments. For example, it would be great to develop follow-up questionnaires for students to see how they are affected by their teachers' participation in the program.

We are excited about working in Bhutan, and incorporating evaluation from the planning stages of the program. The timing is excellent to implement instruments and thoughts from the AEEPE course, which finishes a couple of weeks before the workshops in Bhutan.

Appendix A

Rubric for Concept Maps

Rubric for Teachers for Tigers “Tiger” Concept Maps

Score	Knowledge	Curriculum topics	Cognitive organization (as expressed by mind map)	Affective links
5 Exemplary	<ul style="list-style-type: none"> - extensive variety of domains - many examples - information as in Master Map 	<ul style="list-style-type: none"> - mentions 8 to 10 of the curriculum topics, as in Master Map 	<ul style="list-style-type: none"> - well-thought out, creative links between concepts (good use of cross-links) - complex organization showing hierarchical thoughts (as in Master Map) 	<ul style="list-style-type: none"> - demonstrates clear, positive emotions towards topic - writes about personal enthusiasm and commitment to conservation (as in Master Map)
3 Proficient	<ul style="list-style-type: none"> - moderate variety of domains - sufficient number of examples - minor errors in information 	<ul style="list-style-type: none"> - mentions 5 to 7 of the curriculum topics 	<ul style="list-style-type: none"> - generally correct relationships - obvious, expected links between concepts - moderate diagram using some hierarchies 	<ul style="list-style-type: none"> - realizes that emotion is part of the topic - gives some examples such as “proud” of national animal” or “scary”
1 Needs improvement	<ul style="list-style-type: none"> - few domains - few examples - significant errors in information 	<ul style="list-style-type: none"> - mentions 2 to 4 of the curriculum topics 	<ul style="list-style-type: none"> - basic understanding of topic - errors or unclear links between concepts - simple diagram (sun or string map) 	<ul style="list-style-type: none"> - does not give any clues showing how feels about the topic
0 Needs to try again		<ul style="list-style-type: none"> - mentions 0 or 1 of the curriculum topics 	<ul style="list-style-type: none"> - did not do a concept map 	

Total possible: 20 points

Appendix B Post-Workshop Questionnaire

Teachers for Tigers Workshop Feedback Survey
Bhutan, December, 2005

Please check one:

- Damji workshop
- Bomdeling Wildlife Sanctuary workshop

Part I: Tell us about yourself

1. I am a teacher
Grade(s) taught: _____
Number of students taught: _____
Subject(s) taught: _____
- I am a community educator
Age range of my audience: _____
Number of people I educate in one month: _____
Topics: _____

Part II: Workshop format, materials and facilitators

For each statement below rate your level of agreement by circling one response. Write any comments and suggestions you have that may help us improve our workshops on the lines below each statement.

1. The workshop was well-organized.

Disagree Neither Agree

Comments/suggestions for improvement:

2. The facilities (classroom, natural space) were appropriate for the workshop.

Disagree Neither Agree

Comments/suggestions for improvement:

3. Four days was enough time to learn about the Teachers for Tigers curriculum and do most of the activities.

Disagree Neither Agree

Comments/suggestions for improvement:

4. The materials in English are appropriate for Bhutanese educators.

Disagree Neither Agree

Comments/suggestions for improvement:

5. The materials are culturally sensitive for a Bhutanese context.

Disagree Neither Agree

Comments/suggestions for improvement:

6. The workshop facilitators were:

a) friendly

Disagree Neither Agree

b) knowledgeable

Disagree Neither Agree

c) enthusiastic

Disagree Neither Agree

Comments/suggestions for improvement:

Part III: Workshop content and teaching methods

1. List the 4 activities from the Teachers for Tigers curriculum which you enjoyed most.

2. List at least 4 activities from the Teachers for Tigers curriculum which you found useful for your students or audience.

3. Which teaching techniques in Teachers for Tigers activities would you like to try with your students or audience?

Check all that apply:

- dramas
- role-plays
- discussions
- crafts
- timelines
- other: _____

4. In which subjects will you use Teachers for Tigers? Check all that apply:

- art
- music
- drama
- physical education
- science
- math
- history
- geography
- other: _____

Part IV: Returning to your setting to implement Teachers for Tigers

1. Do you plan to implement Teachers for Tigers in your school or community?

- yes
- no

Comments: _____

2. What might some challenges or barriers be for you when implementing Teachers for Tigers?

Additional comments:

Thank you for answering this questionnaire!

Appendix C
Interview Guide
For Teachers who participated in T4T, Dec. 2005

Interviewer's name:

Date:

Time:

Location of interview:

Teacher's name:

Introductory Statements: (paraphrase these ideas)

Hello! Thank you for meeting with me today. It's great to see you again. How have you been since the workshop? I am following up with teachers who participated in the Teachers for Tigers workshops in December to see how they are teaching with the workshop materials and methods. I will be summarizing the information from all teachers and sharing it with the Bhutan Forestry Bureau as well as the Wildlife Conservation Society in New York. We'll need about half an hour to go through the questions I've prepared.

Your answers are very important. There are no right or wrong answers; positive as well as negative comments are helpful to us. Your answers will be kept confidential. Would it be ok if I record our conversation?

Questions: (with possible probes to clarify replies)

- 1) How many students do you teach? What grades? What subjects?

- 2) When you think back to the Teachers for Tigers workshop, what do you remember most?

Probe: Please describe.

- 3) Which Teachers for Tigers activities have you done with your students?
Probe: Please be specific – give the name or a description of the activity.

4) How have you integrated Teachers for Tigers with your other lessons?

Probe: Which subjects?

5) What changes or adaptations have you made with Teachers for Tigers activities, if you've made any?

Probes: Which activity was changed?

How have you changed the original activity? For what reasons?

6) Prior to the Teachers for Tigers workshop, did you do many activities outdoors? What types of things did you do?

What kind of outdoor activities do you do with your students now?

Probe: Any visits to zoos or natural areas? Describe.

7) Did you learn any new ways to teach during the workshop?

How do you use these methods with your students?

Probe: What topics are taught?

8) Have you shared any lessons from Teachers for Tigers with other teachers in your school?

Probes: How did you share this information? (organized a professional development session, gave them the book, demonstrated a lesson...)

How many teachers?

Which activities or techniques?

9) How did the Teachers for Tigers workshop compare with other professional development opportunities you've had?

10) What difficulties or barriers have you encountered when using Teachers for Tigers?

Probes: Administrative support? Materials? Time to plan?

Other teachers have talked about (barriers noted from other sites).

11) Do you feel it is important to save tigers?

Did you feel this way before the workshop?

How have your feelings changed?

12) At the end of the workshop we all filled in a Tiger Pledge Card and read them out loud. What did you write on your Tiger Pledge Card?

b) Have you met these commitments?

Or – If you don't remember your pledges, have you done anything to help protect tigers?

13) We also created Action Plans during the workshop. How successful have you been in carrying out your action plan?

Probes: (The interviewer will have a copy of the Action Plan and use the points as probes):
According to your plan, you wanted to XYZ. Have you accomplished this?

b) How are you implementing the Action Plan points?

14) What are your future plans for applying Teachers for Tigers?

15) Is there anything else you would like to add or clarify from today's interview?

--- end of interview ---- Be sure to thank the interviewee!

Summary statements

Write the main points here:

Signature of interviewer: _____

Date: _____

Appendix D Action Plan

How I'll Make a Difference: My Action Plan

	Example	Action #1
What is your plan?	<p>Name: One-day teacher workshop</p> <p>Purpose: to share what I learned in the T4T workshop with my colleagues</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Speak to Headmaster about my idea 2. Choose a suitable date 3. Invite teachers 4. Prepare materials and activities 5. Do workshop! 	<p>Name:</p> <p>Purpose:</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Whom will you work with?	Headmaster and teachers in my school	
When will you start and finish this?	<p>Start: <u>Jan. 3, 2006</u></p> <p>Finish: <u>Feb. 15, 2006</u></p>	<p>Start: _____</p> <p>Finish: _____</p>
Which T4T activities will you use?	<p>Concept maps</p> <p>Tiger mini-dramas</p> <p>Feeding Ecology</p> <p>Timelines</p> <p>Resource Round-up</p>	
How will you know when you've accomplished your goal?	I will have planned and conducted a T4T workshop for my teacher colleagues. I will design an evaluation for the workshop to ask the teachers for feedback.	

	Action #2	Action #3
What is your plan?	Name: Purpose: Steps: 1. 2. 3. 4. 5.	Name: Purpose: Steps: 1. 2. 3. 4. 5.
Whom will you work with?		
When will you start and finish this?	Start: _____ Finish: _____	Start: _____ Finish: _____
Which T4T activities /materials will you use?		
How will you know when you've accomplished your goal?		

Appendix E
Class Observation Guide
For Teachers who participated in T4T, Dec. 2005

Date:

Evaluator/Observer:

Name of teacher:

School name and location:

Subject: (science/other – specify):

Grade of students:

Number of students:

Lesson covered:

Page reference in Teachers for Tigers:

Start time:

End time:

Length of observation:

Use the following codes to rate the points in the table:

n/a = not applicable

0 = didn't do

1 = needs improvement

2 = fair

3 = excellent

Observed skill	Rating					Comments
	n/a	0	1	2	3	
Had all materials necessary for lesson	n/a	0	1	2	3	
Put lesson in context with other lessons in curriculum	n/a	0	1	2	3	
Followed lesson as written in curriculum	n/a	0	1	2	3	

Gave correct information	n/a	0	1	2	3	
Used creative teaching techniques (as covered in workshop)	n/a	0	1	2	3	
Integrated other subjects (math, language arts) into science. Specify which.	n/a	0	1	2	3	
Teacher seemed enthusiastic about the lesson	n/a	0	1	2	3	
Teacher seemed comfortable and confident with lesson	n/a	0	1	2	3	
Students paid attention to teacher	n/a	0	1	2	3	
Students participated willingly	n/a	0	1	2	3	
Students appeared to enjoy the lesson	n/a	0	1	2	3	
Teachers and students used examples from Bhutan	n/a	0	1	2	3	
Teachers and students related lesson to conservation	n/a	0	1	2	3	

6. List questions from students regarding the lesson's content. Did the teacher answer the questions correctly and confidently?

7. List any comments from the teacher referring to the workshop. (E.g. "When I did this activity with teachers during my training workshop, we...")

8. Other observations

9. Reflections

Next observation: (Circle) 1 3 6 months

Follow-up/support needed:
(send materials, explain a concept....)

Observer's signature

Teachers for Tigers Workshop Evaluation
Jigme Dorji National Park, Bhutan
December, 2005

Nalini Mohan
International Teacher Trainer

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Program Description

Teachers for Tigers: An Educator’s Tool Kit for Saving the World’s Greatest Cat was developed by the WCS Education Department. It was designed to provide educators in tiger range states with effective, interactive materials for use with any audience (children to community groups). Topics include: evaluation, tiger ranges (historic and current), adaptations and behavior (“From Little Cats to Big Cats”), tiger mini-dramas looking at the life of tigers and threats that they face, tigers in culture, how scientist study tigers -camera trapping and radio-collaring (with case studies), feeding ecology, debates, role plays, tiger conservation, games and a tiger conference. Participants think about how they can make a difference to tiger conservation and make a pledge. *Teachers for Tigers* uses educational techniques which may be applied to many species and subject areas.

Teachers for Tigers workshops have been conducted since 2003 in India, China, Malaysia, Bangladesh, and most recently, Bhutan. Currently, there are nine editions of *Teachers for Tigers*: English, Tamil, Malayalam, Kannada, Hindi, Bangla, Chinese, Malay, and the Bhutanese

edition. The Bhutanese edition is in English as English is Bhutan's language of instruction. The content was modified to reflect case studies in Bhutan, cultural examples of tigers from Bhutan, and protected areas in Bhutan. *Teachers for Tigers* is also used throughout the United States and at the Bronx Zoo, in conjunction with the Tiger Mountain exhibit.

Purpose of Evaluation

This end-of-workshop evaluation questionnaire was a formative evaluation tool designed to provide program staff feedback about their program. Results will be shared with WCS and Bhutan's Department of Forestry. Recommendations will be especially helpful for future workshops, especially in Bhutan, and perhaps other countries. A similar *Teachers for Tigers* workshop is planned for the end of February, 2006. (note: It was successfully executed).

The evaluation addressed the workshop format, materials, facilitators, content, teaching methods, and participants' feelings at the end of the workshop. Questions were also asked about their plans for implementations and barriers they thought they might encounter when applying the workshop experience to their work settings. See evaluation at the end of this report.

Other evaluation techniques such as interviews, focus groups, or questionnaires will be used as a summative evaluation of the workshop after several months.

Methods

A post-workshop questionnaire was designed as part of the on-line course taken by Nalini Mohan, WCS International Trainer, called Applied Environmental Education Program Evaluation offered by the University of Wisconsin, Stevens Point. The questionnaire was based on National Programs' workshop evaluation and previous tools used by WCS International Education in India. Feedback from Tom Naiman, WCS Director, Curriculum Development and International Education, Janice Easton, AEEPE course instructor, and our partner in Bhutan, Department of Forest, Nature Conservation Division (NCD) refined the questionnaire.

On the last day of the workshop, all participants were given the six-page questionnaire and asked to fill it out individually and anonymously. Most people took thirty to forty minutes to complete it, and were encouraged to refer to their *Teachers for Tigers* manuals and notes for reminders of the workshop. Questionnaires were collected and analyzed using Excel for frequencies and percentages.

Results

Profile of Participants

There were 29 workshop participants in total. Many were NCD staff based in national parks including park rangers, a park manager, tiger researcher, environmental educators in National Parks, and those involved in outreach (ICDP – Integrated Conservation and Development Programme). There were also school teachers and representatives from the Ministry of Education and NGOs. The complete participant list is included in the Appendix of the main report.

Participants were asked to categorize themselves: 17% were teachers, 21% were educators and 62% selected “neither”. Some specified “forester” or “park ranger”. Ninety-seven percent of the participants were male.

Workshop Format, Materials and Facilitators

Participants rated their level of agreement from 1 (strongly disagree) to 5 (strongly agree) about a number of workshop aspects.

Organization:

- ◆ 66% *agreed* that the workshop was well-organized
- ◆ 31% *strongly agreed* that the workshop was well-organized
- ◆ 3% *neither agreed nor disagreed* that the workshop was well organized

Facilities (including the classroom and natural space):

- ◆ 3% *strongly disagreed* that the facilities were appropriate for the workshop
- ◆ 7% *neither agreed nor disagreed* that the facilities were appropriate for the workshop
- ◆ 69% *agreed* that the facilities were appropriate for the workshop
- ◆ 21% *strongly agreed* that the facilities were appropriate for the workshop

The main comment was that the indoor classroom space was a bit small. The outdoor classroom space was wonderful! The field trip location was also mentioned as excellent.

Workshop length:

- ◆ 21% *strongly disagreed* that the right length for the workshop was four days
- ◆ 45% *disagreed* that the right length for the workshop was four days
- ◆ 10% *neither agreed nor disagreed* that the right length for the workshop was four days
- ◆ 17% *agreed* that the right length for the workshop was four days
- ◆ 7% *strongly agreed* that the right length for the workshop was four days

This was the main area of the workshop which respondents felt should be changed. As with most WCS workshops, days were long (sessions until 7 p.m., followed by dinner) and the schedule was full. Most participants were not used to such a pace.

A typical answer was, “The workshop could have been at least for a week and the number of hours in a day could be reduced. The workshop time should have gone til 4 p.m. only.”

“More days would be more comfortable.”

Several people also commented on the time management. An agenda was given to the participants, and although most of it was covered, some sessions took longer and some shorter than scheduled. Typical comments were: “Schedule needs to be managed properly.”

“Time management was a bit poor and needs to be improved in the future. Time scheduling should be such that the participants should get some time for relaxation in the evening. Maybe the program should end before 4 p.m.”

English materials:

- ◆ 10% *neither agreed nor disagreed* that the materials in English are appropriate for Bhutanese educators
- ◆ 66% *agreed* that the materials in English are appropriate for Bhutanese educators
- ◆ 24% *strongly agreed* that the materials in English are appropriate for Bhutanese educators

Although appropriate for Bhutanese educators, some participants commented that for the populations the educators work with, Dzongkha would be better.

Culturally sensitive materials:

- ◆ 3% *strongly disagreed* that the materials are culturally sensitive for a Bhutanese context
- ◆ 10% *disagreed* that the materials are culturally sensitive for a Bhutanese context
- ◆ 7% *neither agreed nor disagreed* that the materials are culturally sensitive for a Bhutanese context
- ◆ 69% *agreed* that the materials are culturally sensitive for a Bhutanese context
- ◆ 3% *strongly agreed* that the materials are culturally sensitive for a Bhutanese context

No comments or suggestions were given by those who disagreed that the materials were culturally sensitive. Eight percent of respondents gave no answer; perhaps the term “culturally sensitive” was not well understood. Most people agreed that materials were culturally sensitive, as did our partners in Bhutan who adapted the original *Teachers for Tigers* curriculum.

Workshop facilitators:

- ◆ 52% *agreed* that the workshop facilitators were friendly; 48% *strongly agreed*
- ◆ 55% *agreed* that the workshop facilitators were knowledgeable; 45% *strongly agreed*
- ◆ 45% *agreed* that the workshop facilitators were enthusiastic; 55% *strongly agreed*

“They were well versed in their subjects and had a very good teaching/learning methodology.”

“All of you are committed to this type of task. Cheers for that!”

Workshop Content and Teaching Methods

Enjoyable activities:

Participants were asked to list the four activities from the *Teachers for Tigers* curriculum which they enjoyed most. Some respondents gave four answers; others gave more or fewer. In order of enjoyment, the top activities were:

- ◆ Mini dramas – the most enjoyable by far, with 24 of 29 participants (83%) mentioning them!
- ◆ Concept maps and evaluation – 34%
- ◆ Feeding ecology – 24%
- ◆ Field trip, Resource Roundup and Debate – each with 21%
- ◆ Tiger Timeline – 17%

Interestingly, a wide variety of activities were mentioned, including *Little Cats to Big Cats*, *Tigers in Culture*, and *Global Perspectives*. Although the question asked specifically about the curriculum, answers included workshop activities such as discussion, participation, presentations, simple materials, introductions to participants, action plans, make-a-park activity, and “all”.

New educational techniques:

- ◆ 93% reported that there were new educational techniques for them in *Teachers for Tigers*
- ◆ 72% said they expected to use *drama* with their students or audience
- ◆ 69% said they expected to use *evaluation* with their students or audience
- ◆ 69% said they expected to use *role plays* with their students or audience
- ◆ 55% said they expected to use *discussion* with their students or audience
- ◆ 55% said they expected to use *timelines* with their students or audience
- ◆ 52% said they expected to use *outdoor observations* with their students or audience
- ◆ 21% said they expected to use *crafts* with their students or audience

Schoolteachers were asked to check all subject areas in which they would use *Teachers for Tigers*. Many non-schoolteachers also answered this question:

- ◆ 55% of respondents said they would use *Teachers for Tigers* in *clubs*
- ◆ 52% said they would use *Teachers for Tigers* in *drama*
- ◆ 52% said they would use *Teachers for Tigers* in *environmental studies*
- ◆ 48% said they would use *Teachers for Tigers* in *art*
- ◆ 48% said they would use *Teachers for Tigers* in *social studies*
- ◆ 38% said they would use *Teachers for Tigers* in *geography*
- ◆ 34% said they would use *Teachers for Tigers* in *science*
- ◆ 28% said they would use *Teachers for Tigers* in *music*
- ◆ 28% said they would use *Teachers for Tigers* in *physical education*
- ◆ 20% said they would use *Teachers for Tigers* in *math*
- ◆ 17% said they would use *Teachers for Tigers* in *other*

The next question asked non-schoolteachers to name where they planned to use *Teachers for Tigers*. The answers referred to the communities they work with: farmers, public, community members, campaigns, family, friends, field, colleagues, monks.

Implementation and Barriers

Fully 90% of workshop participants said they planned to implement *Teachers for Tigers* in their school or community.

“I found the *Teachers for Tigers* workshop is very simple and relevant to conduct at the community level and to school children.”

“I will implement it as the techniques in *Teachers for Tigers* workshop can be easily used and materials required are easy to get.”

The top challenges or barriers for implementing *Teachers for Tigers* given by participants were:

- ◆ money (34%)
 - ◆ knowledge/awareness/education (28%).
- “The community is illiterate”

“To implement T4T, NCD should help us in financial aspects.”

Other responses were time, human resources and language. Materials were mentioned by only 7%, which reflects the fact that few materials are needed to conduct *Teachers for Tigers* activities.

But, as one participant noted, “There is way, if there is will.”

Participant Feelings at the End of the Workshop

Participants were asked to indicate how they felt at the end of the workshop:

- ◆ 90% said they felt *confident* about using *Teachers for Tigers* (7% were *neutral*; 3% gave no answer)
- ◆ 93% said they felt *comfortable about using the educational techniques in the workshop* (7% were *neutral*)
- ◆ 90% said they felt *committed to tiger conservation* (10% were *neutral*)
- ◆ 97% said they felt *enthusiastic about conservation* (3% were *neutral*)

“I now know why we should conserve Tiger. Previously it was just a vague idea, conserving idea. Now, it’s so much clearer. I have to do so much.”

“I have become more enthusiastic and clear on how to conduct, why to conduct and when to conduct conservation activities.”

“There are activities and information useful to enrich the teaching-learning process in schools. Further, these activities can be used during teachers’ workshops.”

“I have gained additional knowledge on it and now am confident to share this with others.”

“Technique is very simple. Can use local materials.”

One participant wrote, “I am not confident to educate” and responded “neutral” for confidence but “yes” to the questions about comfort, commitment, and enthusiasm.

◆ 90% said their attitudes towards conservation changed as a result of participating in the workshop. 7% said that they already had a highly positive attitude towards conservation.

“I was a kind of silent conservationist and now I want to be a super active conservationist.”

“Previously, as the word “tiger” came to my mind I usually thought it was not different from the other wild animals, but now, after this T4T workshop, I have come to understand how important it is and am proud to be born in this country where tigers exist. I have begun to fall in love with this animal.”

“As a Forester of this country, I know what the Tiger is, but I didn’t know of its conservation methodology.”

Additional Topics

Conservation priorities

When asked what they felt are the highest conservation education priorities in Bhutan, most respondents replied “public awareness”. “Reaching the younger generation” and “farmers” was popular. Also cited were tigers, takin, blue sheep, maintaining forest cover and research.

“Education priorities - to bring conservation biology and natural resource management in the mainstream of school curricula. Importance of conservation should be to impart or sensitize all citizens of the country.”

More workshops in the future?

◆ 97% of respondents said we should have similar workshops in the future.

Some respondents interpreted this question to mean similar workshops for other participants, while other respondents thought about a follow-up workshop for the same participants.

“Yes, I think we should have similar workshops in the future because it makes a person think something different from one another. i.e. the sort of conservation that get stuck in our mind.”

Participant Mix

◆ 86% said that participants were well-represented and relevant for the workshop. 14% disagreed. The principal comment was “invite more schoolteachers”, or “some relevant NGOs were not represented”. This was one of two workshops in Bhutan; the other workshop invited

participants from NGOs such as RSPN, Royal Society for Protection of Nature and other national parks.

◆ 100% said it was useful to have a mixed group of participants from different organizations.

“It was useful to make new friends which will help in future collaboration and faster delivery of programmes and to share experiences.”

Conclusions and Recommendations

Overall, the workshop was extremely successful. Fully 90% of workshop participants said they planned to implement *Teachers for Tigers* in their school or community.

Almost all of the workshop participants said they learned new educational techniques and expected to use them with their students or audiences. The main challenges were cited as money and knowledge or awareness in the community. Over ninety percent felt confident, comfortable, enthusiastic, and committed to tiger conservation at the end of the workshop. Ninety percent said their attitudes towards conservation changed as a result of participating in the workshop, and others said it had not changed, but remained high. Overwhelmingly, participants said that more workshops should be offered in the future.

Although the outdoor space was excellent, the classroom area was a little cramped. This could be improved next time by trying other arrangements for the tables or holding more of the workshop outdoors. In the next workshop, in Bumdeling National Park, the classroom space is excellent, and there will not be any space issues.

Based on the ratings and comments of the workshop participants, I would suggest reworking the schedule for future workshops. If possible, add a day to the workshop (especially for the field trip) and end each day earlier. Our preference is to do a five day workshop but constraints in scheduling for international staff means having to balance resources such as time and budget with the number of people we can train. Lengthening the workshop is a suggestion that participants in many of our workshops make.

It may help to explain to the workshop participants that the agenda will help them see the planned lessons, but that the times may change if a lesson requires more time (or less time). In this way, people may feel less anxious that the time is being managed poorly. At the same time, the workshop facilitators should try to plan well and try not to spend excessive time, or rush through, any one session.

In the future, it may help to produce a Dzongkha translation of *Teachers for Tigers* which educators can use with their communities, along with the English version. Both editions would be distributed to future workshop participants, and those from the current workshop who keep in touch with NCD could be sent a Dzongkha version when it is ready.

The specific activities which participants said were enjoyable and that they would likely try with their audiences gave us insight into the sessions which should definitely be included in future

workshops. These are mini-dramas, concept maps and evaluation, feeding ecology, field trip, Resource Round-up, and Tiger Timeline. These findings will also help to guide planning shorter (e.g. one day) professional development workshops and special events. During the workshop, it was pointed out that the data for the feeding ecology lesson for Royal Manas National Park should be changed, and given the importance of the feeding ecology lesson, this should be done as soon as possible, ideally in time for the Bumdeling National Park workshop in February.

To address the potential barriers to implementation that participants saw, it might be worth holding a discussion during future workshops. Many current participants saw that *Teachers for Tigers* uses simple, low-cost materials. The participants will likely be the best resource, along with NCD, for helping each other with their challenges.

Teachers for Tigers Workshop Feedback Survey
Bhutan, December, 2005

Please check one:

- Damji workshop
- Bomdeling Wildlife Sanctuary workshop

Part I: Tell us about yourself

1. I am a teacher
Grade(s) taught: _____
Number of students taught: _____
Subject(s) taught: _____

- I am an educator
My target audience: _____
Number of people I educate in one month: _____
Topics: _____

- I am not an educator
Responsibilities: _____

Part II: Workshop format, materials and facilitators

For each statement below rate your level of agreement by circling one response. Write any comments and suggestions you have that may help us improve our workshops on the lines below each statement.

1. The workshop was well-organized.

strongly disagree disagree neither agree strongly agree

Comments/suggestions for improvement:

2. The facilities (classroom, natural space) were appropriate for the workshop.

strongly disagree disagree neither agree strongly agree

Comments/suggestions for improvement:

3. The right length for the workshop was four days.

strongly disagree disagree neither agree strongly agree

Comments/suggestions for improvement:

4. The materials in English are appropriate for Bhutanese educators.

strongly disagree disagree neither agree strongly agree

Comments/suggestions for improvement:

5. The materials are culturally sensitive for a Bhutanese context.

strongly disagree disagree neither agree strongly agree

Comments/suggestions for improvement:

6. The workshop facilitators were:

a) friendly

strongly disagree	disagree	neither	agree	strongly agree
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b) knowledgeable

strongly disagree	disagree	neither	agree	strongly agree
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c) enthusiastic

strongly disagree	disagree	neither	agree	strongly agree
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Comments/suggestions for improvement:

Part III: Workshop content and teaching methods

1. List the 4 activities from the Teachers for Tigers curriculum which you enjoyed most.

2. Were any of the educational techniques in Teachers for Tigers new to you?

yes no

If so, check all that you expect to use with your students or audience:

<input type="checkbox"/> dramas	<input type="checkbox"/> crafts	<input type="checkbox"/> evaluation
<input type="checkbox"/> role-plays	<input type="checkbox"/> timelines	<input type="checkbox"/> outdoor observations
<input type="checkbox"/> discussions	<input type="checkbox"/> other: _____	

3. If you are a schoolteacher, where will you use Teachers for Tigers? Check all that apply:

- | | | |
|---|--|---|
| <input type="checkbox"/> art | <input type="checkbox"/> physical education | <input type="checkbox"/> geography |
| <input type="checkbox"/> music | <input type="checkbox"/> science | <input type="checkbox"/> social studies |
| <input type="checkbox"/> drama | <input type="checkbox"/> math | <input type="checkbox"/> clubs |
| <input type="checkbox"/> special events | <input type="checkbox"/> environmental studies | <input type="checkbox"/> other: _____ |

4. If you are not a schoolteacher, where do you plan to use Teachers for Tigers?

Part IV: Returning to your setting to implement Teachers for Tigers

1. Do you plan to implement Teachers for Tigers in your school or community?

- yes no

Comments:

2. What might some challenges or barriers be for you when implementing Teachers for Tigers?

Part V: How do you feel?

For each statement below show how you feel by circling one response.

1. I feel confident about using Teachers for Tigers.

no neutral yes

2. Do you think we should have similar workshops in the future?

yes

no

Comments:

3. Were participants well represented and relevant for the workshop?

yes

no

Comments:

4. Was it useful to have a mixed group of participants from different organizations?

yes

no

Comments:

Additional comments:

Thank you for your feedback!