



The Completion Report of Online Training Course

on

Rice Plant Management for African Countries

Co-organised by : The Ministry of Agriculture of the Republic of Indonesia (MoA)
The Ministry of Foreign Affairs of the Republic of Indonesia (MoFA)
The Non-Aligned Movement Centre for South-South Technical Cooperation (NAM CSSTC)

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Acknowledgement

The Non-Aligned Movement Centre for South-South Technical Cooperation (NAM CSSTC) prepared this "Online Training Course on Rice Plant Management" report based on data collected through observations during the training and other data related to the training delivered by the Ministry of Agriculture of the Republic of Indonesia (MoA) *c.q.* Indonesian Centre for Agricultural Training (ICAT) of Lembang. This report was created to provide reflection on how the training was implemented and to serve as a source of inspiration for future training concepts.

I would like to express my gratitude on behalf of NAM CSSTC to Dr. Daniel Annerose, Mr. Yeyep Ditan, SP., M.Sc., Mrs. Zaqiah Mamba'ul Hikmah, Dr. Estria Furry Pramudyawardani SP., M.Si, Dr. Fiadini Putri, M.Sc., Ir. Elvina Herdiani, MP, Mrs. Devi Sri, Dr. Santoso. I would also like to thank the Ministry of Foreign Affairs of the Republic of Indonesia for their assistance in gathering stakeholders from Africa to participate in this training. Thank you also to Ms. Niken Supraba, Ms. Aurel Sinaya and Mr. Suroso of the NAM CSSTC for compiling this training report.

Amb. Diar Nurbintoro

Director

NAM CSSTC

Executive Summary

Food security remains a major concern for the African Region. Several African countries are facing the challenge of negative impacts from agricultural pests and diseases. Aside from that, limited water resources or flooding, as well as low productivity of spans, are factors threatening food security in Africa.

Population growth in Sub-Saharan African countries has not been accompanied by an adequate increase in food production, and challenges such as desertification and climate change have resulted in stagnant agricultural output.

With these challenges, African stakeholders must have sufficient skills in rice management to meet market demand.

Rice training activities benefit African countries by allowing them to meet domestic food needs while increasing exports and maintaining environmental health through environmentally friendly agricultural practises.

This training was held virtually from November 21 to 24, 2022, with facilitators from Manobi Africa, ICAT Lembang, and the Rice Agriculture Training Center present. A total of 22 participants from African countries were invited by the Indonesian Ministry of Foreign Affairs to attend the training and participate in a series of asynchronous activities in e-learning provided by MoA Indonesia, such as pre-test, post-test, Action Plan preparation, and filling out training feedback questionnaires.

When all indicators are evaluated, the median value is 5.00/5.00, and the overall average is 4.70/5.00. The highest average was obtained in relation to the resource person's knowledge material, the facilitator's technique and style of delivering the material, and the quality of the examples provided by the resource person to increase participant understanding.

A total of 9 (nine) participants saw an increase in scores from pre-test to post-test that was greater than 257.14%. In terms of total participants, 11 people participated in the participation rate above 81.25%, while 5 people participated in the participation rate between 40.63% and 81.25%.

1. Introduction

The issue of food security is still a major concern for the countries in the African region. In addition to the lack of water sources or drought, low food productivity is one of the causes of the vulnerability of food security in Africa. With capacity-building assistance for farmers as well as other agricultural cooperation in the future, Indonesia hopes to contribute in strengthening food security for people in the African region. The 4 days training occurred to provide the necessary assistance to improve food productivity and sustainability, especially in rice production. While rice might not be a staple food for some African Countries, this training could be useful as to develop rice plant as food diversification.

The training shared Indonesia's experiences and best practices on methodology of managing rice plantation, from planting process to the harvest and postharvest management. Participants had the opportunity to build and develop their knowledge on rice planting management. This training was held virtually on November 21 to 24, 2022. It was implemented by the Indonesian Center for Agricultural Training (ICAT) Lembang and the Indonesian Center for Rice Research Sukamandi.

2. Objectives

- a. To enhance agriculture cooperation between the Government of the Republic of Indonesia and beneficiary countries;
- b. To enhance the knowledge and skills of African farmers, as well as knowledge sharing with government officials/agriculture extension officials in the rice plant cultivation;
- c. To review recent developments in cultivation of rice in Integrated Crop Management/ICM approach; and
- d. To identify issues, impediments, and opportunities in the application of ICM in rice cultivation.

3. Methodology

This training begins with participants filling out a questionnaire and taking a pre-test to identify gaps between rice farming practises in Indonesia and participating countries. Following a live session that included lectures and interactive discussions with experts, the impact of the

lectures and assessments were evaluated through post-test activities and participant evaluation feedback.

4. Course of Participants

The actual number of participants was 22, with up to ten of them registering late (registration was carried out less than one week before the training). Women made up 9.09% of the participants, while men made up 45.45%. Meanwhile, 45.45% were identified as unknown (Figure 1) because complete information was not collected at the late registration stage, such as registration according to the deadline, including gender information. As many as 27.27% of participants are lecturers/trainers/extension officers, 18.18% are government officials, 9.09% are farmers, and 45.45% have no identified professional background (Figure 2) because data was not collected during late registration.

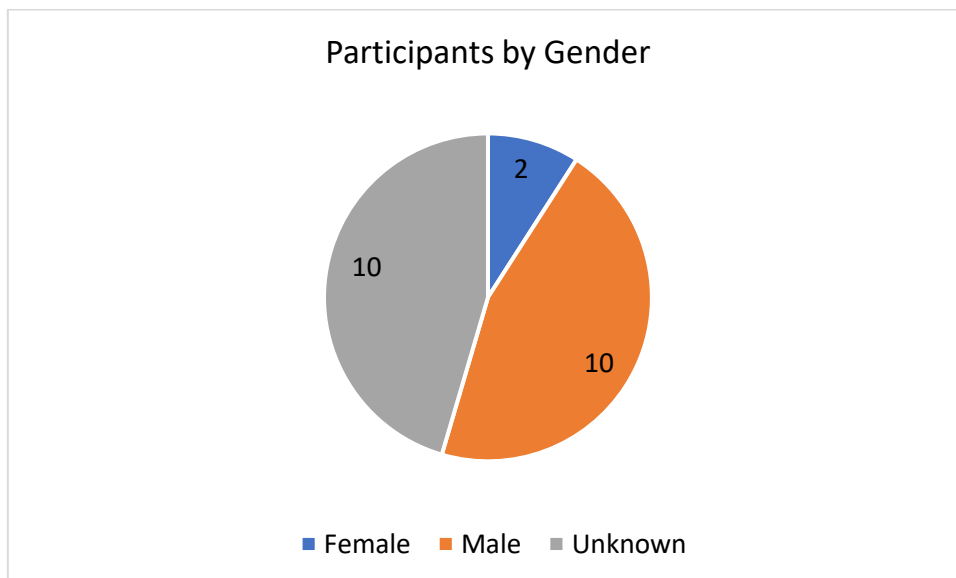


Figure 1. Participants by Gender

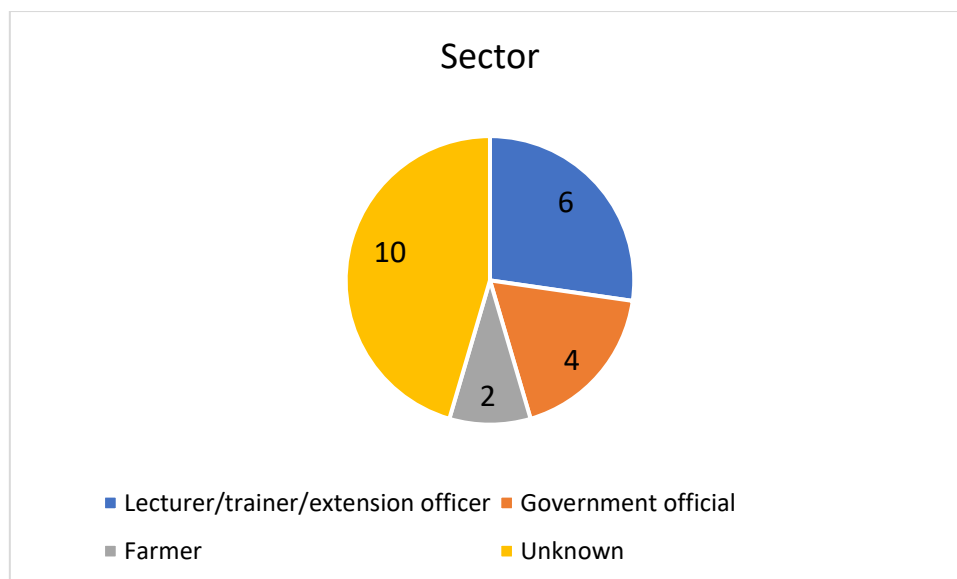


Figure 2. Sector

5. Course of activities

"Online Rice Plant Management Training for African Countries" is delivered both synchronously and asynchronously. Asynchronous activities include a pre-test on the first day of training, followed by a post-test, action plan completion, and evaluation on the fourth day of training. The synchronous live session includes the following activities: opening and closing ceremonies, a guest speaker presentation, and a lecturer presentation (the agenda is attached in [Table 1](#)).

5.1. Pre-Test

When the Pre-Test was used to determine the participants' level of knowledge about rice plant management prior to the training, the median was 28.00/100.00 and the average was 25.45/100.00. The highest score is 60.00. Four participants out of 11 who took the Pre-Test received scores ranging from 28.00 to 60.00 ([Table 2](#)).

5.2. Lecture 1: Innovate for Food Sovereignty

Specific key contents addressed in this lecture include:

- Rice value chain;
- How to develop sustainable rice management system;

- How the training conducted by Manobi Africa and NAM CSSTC could drastically change the way Manobi Africa continue to develop the rice value chain.

Questions and Answers Session

- a. Question: Guinea has a good land and lots of water for rice cultivation, but why Manobi Africa still not collaborating with the Government of Guinea government on the rice cultivation?

Answer: Manobi Africa is currently in negotiations with the Minister of Guinea to implement excel administration.

- b. Question: What are some of the strategies you use to motivate small-scale farmers to adopt rice production technologies?

Answer: As long as there is funding for small-scale farmers, the rate of acceptance among small-scale farmers will be high in technology adoption.

5.3. Lecture 2: The Rice Integrated Crop Management (ICM) in Indonesia

Specific key contents addressed in this lecture include:

- The meaning of ICM;
- Seed quality, soil management, planting, and principles of fertilization;
- Irrigation management and weeding control system;
- Integrated Pest Management (IPM);
- Harvest and post-harvest.

Questions and Answers Session

- a. Question: Why is salt required in the soaked mixture to soak the seed?

Answer: We need to change the water density by using the salt to select the good seed. The use of salt can choose which seeds are high quality and not because the good seed will be sinking meanwhile the bad seed will be floating in the saltwater mixture. Besides salt, we can also use eggs.

b. Question: Why tilapia fish is not good for rice-fish cultivation?

Answer: Tilapia fish can be considered a predator and an omnivore, which can eat and damage the rice plant.

5.4. Lecture 3: Field Preparation

Specific key contents addressed in this lecture include:

- Soil preparation;
- Soil quality maintenance.

Questions and Answers Session

a. Question: Is there an appropriate time gap after rice harvesting for the land to be used to grow rice or paddy again, and does it have any relationship with climate or soil type?

Answer: Depends on the agroecosystem. In Indonesia, we usually have three months. But currently, due to the IP400 program in Indonesia, Indonesian farmers can plant four times within a year, with 7-10 days for land preparation.

b. Question: In terms of production, which is more important: soil quality maintenance or water quality management in rice cultivation?

Answer: Both of them are related to one another because with soil quality maintenance we can wisely use chemical fertilizer while with water quality management we can manage the water for the field.

5.5. Lecture 4: The Implementation of Rice Superior Varieties

Specific key contents addressed in this lecture include:

- The meaning of variety;
- Kind of variety;
- Why we use high yielding rice varieties;
- How to choose the varieties and how to have a good seed;

- Example varieties in Indonesia.

Questions and Answer Session

- a. Question: Is the hybrid seed type capable of performing equally well on the two types of tillage when crop water requirements are considered (that is, wet tillage and dry tillage)?

Answer: To date, the hybrids seeds are suitable for the irrigated field. We never test it at the dry tillage.

- b. Question: Tentatively how long does it take to release the rice breeds to the farmers after the trials have begun?

Answer: In Indonesia, it takes 5 to 10 years for farmers to adopt it.

5.6. Lecture 5: Rice Planting

Specific key contents addressed in this lecture include:

- Internal and external factor that can affect an individual plant;
- Transplanting;
- Seeding.

Questions and Answers Session

- a. Question: What are the disadvantages of transplanting?

Answer: The disadvantage of transplanting is that it takes time, is expensive, especially in terms of labour, and necessitates the creation of a nursery.

- b. Question: Is the planting method that you introduce will also work if there are only a few labourers that cultivate large rice fields?

Answer: It is still possible in the large rice field if you have the necessary machinery. For example, in the introduced technique, the rice stalk can be cut with a lawn mower, but we must also consider socioeconomic and technological factors.

5.7. Lecture 6: Fertilizing and Irrigation

Specific key contents addressed in this lecture include:

- Fertilizer and fertilizing;
- Macro nutrient;
- Organic fertilizing;
- How to irrigates paddy;
- How to implement Alternate Wetting and Drying (AWD).

Questions and Answers Session

- a. Question: When it comes to lowland irrigation compared to highland irrigation, why is it that lowland irrigation is considered to use more water?

Answer: Because lowland irrigation paddy is more productive than highland irrigation paddy.

- b. Question: What is the brief definition of AWD?

Answer: AWD is a type of intermittent irrigation that is based on the water level in a field tube that has been installed (can use either PVC or bamboo).

5.8. Lecture 7: Pest and Disease

Specific key contents addressed in this lecture include:

- Integrated Pest Management (IPM);
- Rice stem borer control;
- Trap Barrier System (TBS).

Questions and Answer Session

- a. Question: What is the importance of the live trap?

Answer: We can determine which control method to use by using the live trap to determine the population of insects in the area. Because each insect requires a unique control method. The live trap has the potential to reduce insect populations.

- b. Question: How exactly planting large portions at once could help reduce the impact of pests if the population of pests is also high in the area?

Answer: In IPM control, more than one control technique is used; for example, planting must be combined with other techniques such as biological control, physic control, mechanical control, and so on.

5.9. Lecture 8: Weed Management

Specific key contents addressed in this lecture include:

- What is weed;
- The disadvantages of weed;
- Classification of weed

Questions and Answers Session

- a. Question: On the biological control method of weeds, what specific microbial organisms are used?

Answer: In Indonesia, there are no specific microbial organisms that are used for controlling the weed, but we used other biological control like an animal (for example, buffalo and goats).

- b. Question: If the farmers want to implement integrated rice-fish farming, does the usage of pesticides and herbicides can affect farming?

Answer: The farmers can still use the botany or natural pesticide that can get from a plant that produces a toxin in pesticides but is not harmful to the fish. It can also be applied to herbicides, allowing farmers to use bio-herbicides.

5.10. Lecture 9: Rice Harvest and Post-Harvest Management

Specific key contents addressed in this lecture include:

- Characteristics of the harvesting criteria;
- How to harvest, threshing, and transporting;
- How to drying, milling and storing.

Questions and Answers Session

- a. Question: Why are plastics vacuumed during packaging in Indonesia?

Answer: The vacuumed packaging makes the shelf life of the rice could be longer up to 2 years.

- b. Question: How can you manually determine the actual percentage of water content in rice grain after drying?

Answer: In Indonesia, the standard of dry rice must be 14%. For the harvest, farmers can keep drying the rice for a long time to achieve the 14% water content manually. To check it manually, the farmers can feel it by hand or bite the rice. But if the farmers want to check the water content percentage precisely, they can use the moisture tester.

5.11. Post-Test

Participants were asked to take the Post-Test after participating in a series of live sessions and discussion activities with lecturers. The questions on the Post-Test are the same as those on the Pre-Test. The Post-Test had 11 participants and yielded a median score of 88.00/100.00 and an average score of 74.91/100.00. A total of 5 (five) participants received scores greater than 88.00/100.00 (Table 3).

6. Evaluation

After collecting information on the participants' Pre-Test and Post-Test scores, an analysis was performed to determine how much the participants' scores improved after participating in live sessions and discussions with lecturers. The median value represents a 257.14% increase in score, with an average of 547.65%. The most significant increase was 2,400.00%. Six participants saw an increase of more than 257.14% (Table 4).

In order to collect feedback from participants, a questionnaire evaluation was attended by 13 people. The following variables are included in the questionnaire: (a) learning objectives; (b) course materials; (c) facilitator knowledge; (d) delivery and style facilitators; (e) Zoom Meeting room and setup; and (f) e-learning and setup. The questionnaires yielded an average score of 4.70/5.00, a median score of 4.99/5.00, and an upper quartile (Q3) score of 5.00/5.00 (Table 5). The three highest ratings are for facilitator knowledge, delivery and style, and learning objectives.

Participants who gave score less than 4.00/5.00 on several variables were asked why, and the following responses were given:

- a. During the presentation, a few words were unclear.
- b. I'm not used to online training.
- c. It would be better if we did more than just online training, such as going to the location and seeing exactly how it's done in Indonesia.
- d. Some of the lessons, such as rice variety breeding and alternate wetting and drying, must be practised in Indonesia in order to be understood.

All participants were also asked to provide information about the best aspect of the training in their opinion, and their responses are: Indonesia's post-harvest process, major pests and diseases, and disease control, and improved rice varieties.

7. Attendance Report

From a total of 22 participants, the median participation rate was 81.25% and the average was 71.59% during the pre-test, day 1 to day 4, post-test, action plan, and evaluation. A total of 16 participants had a participation rate of 81.25% or higher, with eight having the highest (100%) (Figure 3).

Full name	Country	Total Attendance
Protais NIYOKINDI	Burundi	
Eric Ndikumana	Burundi	
Kennedy Samariro	Burundi	
Isatou S. Sillah	Gambia	
Serimang Baldeh	Gambia	
Gandeka mamadou	Guinea	
Yeressa Momo	Guinea	
JOHN GACHUKI WAINAINA	Kenya	
Esther Wagagu Njau	Kenya	
Abdoulaye Keita	Senegal	
Kaire Diongue	Senegal	
Zakaria Mohamed Hagi Hassan	Somalia	
Mohamed Ali Sh. Abdi	Somalia	
Abdulahi Abdifatah Ahmed	Somalia	
Andrew Paschal Andrew	Tanzania	
CONSOLATHA JACOB KOFIA	Tanzania	
Chiputa Mukwatu	Zambia	
Cuthbert Mutakwa	Zambia	
Evans Mutelo	Zambia	
MARGARET MASUMBA	Zambia	
Bwalya Kaponda	Zambia	
Nchimunya Siyokwa	Zambia	

Figure 3. Attendance Report

8. Recommendations from Participants

All participants were asked to make recommendations to improve the implementation of similar training in the future, and the following recommendations/suggestions were made to the organisers:

- a. Distribute all training materials to all participants.
- b. To improve the course, invite us to Indonesia to see what we have learned online in person, which will be beneficial to us.

- c. Training can be very effective if it is done both theoretically and practically.
- d. Invite a small-scale rice farmer to share his or her experiences with rice production.
- e. Face-to-face training is far superior to online training.
- f. Have interpreters available for some lectures to explain technical terms.
- g. By ensuring that participants have a practical understanding of what they have learned, they will be able to apply their newly acquired knowledge with greater confidence.
- h. The training should be more focused on the ecology and production system of African rice.

All participants were given a username and password for e-learning, which can also be used to access and download all materials. The csstc.org website also contains training materials.

This training will be followed by the Indonesian Ministry of Foreign Affairs implementing face-to-face training in 2023 in Indonesia, with the list of participants to be invited taking into account the level of attendance of participants during the implementation of this training.

Online Training Course on Rice Plant Management

African Countries

Virtual, November 21-24, 2022

Day 1: November 21, 2022

Estimated Time (Jakarta)		Session	Lead & comments	Method/Platform
15.30-16.30		Socialisation of the Learning Management System's Use	ICAT Lembang	Live Zoom & LMS
16.30 - 15.30	+1	Pre-Test	ICAT Lembang	LMS

Day 2: November 22, 2022

Estimated Time (Jakarta)		Session	Lead & comments	Method/Platform
15.30-16.30		Opening Ceremony		
15.30 - 15.45		ICAT Lembang & ICCR Profile	ICAT Lembang	Live Zoom
15.45-15.50		Remarks	Amb. Diar Nurbintoro, Acting Director for NAM CSSTC	Live Zoom

15.50-16.00		Opening Speech	Mrs. Maria Renata Hutagalung, Director for International Development Cooperation, Ministry of Foreign Affairs	Live Zoom
16.00 - 16.30		Agricultural Human Resource Development Policy for Food Security Programs in Indonesia	Dr. Ir. Leli Nuryati, M.Sc, Director for Indonesian Center for Agricultural Training, Ministry of Agriculture	Live Zoom
16.30-17.15		Guest Speaker Presentation		
16.30-17.00		Presentation on Success Story of Rice Management Training Cultivation	Dr. Daniel Annerose, CEO of Manobi Africa	Live Zoom
17.00-17.15		Q&A Session	Moderator; Dr. Daniel Annerose, CEO of Manobi Africa	Live Zoom
17.15-19.30		Lecturer Presentation		
17.15-18.30		The Rice Integrated Crop Management in Indonesia	Yeyep Dintan, SP., M.Sc., Trainer, ICAT Lembang	Live Zoom
18.30-19.30		Field Preparation	Zaqiah Mamba'ul Hikmah, Researcher, ICRR	Live Zoom
Day 3: November 23, 2022				
Estimated Time (Jakarta)		Session	Lead & comments	Method/Platform
15.30-17.00		The Implementation of Rice Superior Varieties	Dr. Estria Furry Pramudyawardani, SP, M.Si, ICRR	Live Zoom
17.00-18.00		Rice Planting	Dr. Fiadini Putri, M.Sc., Trainer, ICAT Lembang Teaching assistant: Mrs. Chesara Novatiano, S.P, M.Sc	Live Zoom

18.00-18.30	Break		
18.30-19.30	Fertilising and Irrigation	Ir. Elvina Herdiani, MP, Trainer, ICAT Lembang Teaching Assistant: Mrs. Dewi Sri, ICAT Lembang	Live Zoom
Day 4: November 24, 2022			
Estimated Time (Jakarta)	Session	Lead & comments	Method/Platform
15.30-16.30	Pest and Disease	Dr. Santoso, Researcher, ICRR	Live Zoom
16.30-17.00	Weed Management	Dr. Lalu M. Zarwazi, ICRR	Live Zoom
17.00-18.15	Rice Harvest and Post-Harvest Management	Ir. Saptoningsih, MP, Trainer, ICAT Lembang	Live Zoom
18.15-18.45	Break		
18.45-19.00	Action Plan	Dr. Fiadini Putri, M.Sc., Trainer, ICAT Lembang	LMS
19.00-19.30	Closing Ceremony	Dr. Ade Candradijaya, Director for International Cooperation Bureau, Ministry of Agriculture	Live Zoom

Table 1. Agenda Implementation

Pre-Test	Interpretation
32.00	A
60.00	A
32.00	A
32.00	A
24.00	B
24.00	B
28.00	B
28.00	B
12.00	C
4.00	D
4.00	D

Interpretation	Quartile	Cutoff	Notes
D	0	4.00	Lowest Value
C	1	18.00	Lower Quartile
B	2	28.00	Median
A	3	32.00	Upper Quartile
	4	60.00	Highest Value

Average	25.45
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Table 2. Pre-Test Results

Post-Test	Interpretation
100.00	A
100.00	A
100.00	A
96.00	A
92.00	A
88.00	B
84.00	B
72.00	B
52.00	C
40.00	C
0.00	D

Letter	Quartile	Cutoff	Notes
D	0	0.00	Lowest Value
C	1	62.00	Lower Quartile
B	2	88.00	Median
A	3	98.00	Upper Quartile
	4	100.00	Highest Value

Average	74.91
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Table 3. Post-Test Results

Undisclosed Name	Pre-Test	Post-Test	Change (%)	Interpretation
Participant01	4 . 0 0	100.00	2400.00%	A
Participant02	4 . 0 0	84 . 0 0	2000.00%	A
Participant03	12.00	72 . 0 0	500.00%	A
Participant04	24.00	100.00	316.67%	A
Participant05	24.00	88 . 0 0	266.67%	A
Participant06	28.00	100.00	257.14%	A
Participant07	28.00	96 . 0 0	242.86%	B
Participant08	32.00	52 . 0 0	62.50%	B
Participant09	60.00	92 . 0 0	53.33%	C
Participant10	32.00	40 . 0 0	25.00%	C
Participant11	32.00	0 . 0 0	-100.00%	D

Letter	Quartile	Cutoff	N o t e s
D	0	-100.00%	Lowest Value
C	1	57.92%	Lower Quartile
B	2	257.14%	M e d i a n
A	3	408.33%	Upper Quartile
	4	2400.00%	Highest Value

Average	547.65%
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Table 4. Score Changes Analysis

Particular	Average	Median	Lower Quartile	Upper Quartile	Lowest Score	Highest Score
Learning objectives [I understood the learning objectives]	4.62	5.00	4.00	5.00	4.00	5.00
Learning objectives [I obtained knowledge and skills that are consistent with the learning objectives]	4.77	5.00	5.00	5.00	4.00	5.00
Learning objectives [I understand what is expected of me as a participant as a result of participating in this training course.]	4.77	5.00	5.00	5.00	4.00	5.00
Course materials [I found the course materials (e.g. slides, videos, and other resources) easy to follow or navigate]	4.77	5.00	5.00	5.00	4.00	5.00
Course materials [I found the complexity and level of detail of the material appropriate to my background and experience]	4.00	4.00	4.00	5.00	2.00	5.00
Course materials [I am confident that the course materials, including resources, will be critical to my success in my current job.]	4.62	5.00	4.00	5.00	3.00	5.00
Content relevance [I am confident that I will be able to apply what I learned at the training to my job.]	4.69	5.00	4.00	5.00	4.00	5.00
Content relevance [I believe I have acquired the knowledge and skills required to be a successful employee.]	4.54	5.00	4.00	5.00	4.00	5.00
Content relevance [I know where to go to find answers to the questions that will arise in my job.]	4.62	5.00	4.00	5.00	4.00	5.00
<u>Dr. Daniel Annerose</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]	4.62	5.00	4.00	5.00	3.00	5.00

Facilitator delivery and style [I was comfortable with the pace of the session]	4.85	5.00	5.00	5.00	3.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]	4.77	5.00	5.00	5.00	3.00	5.00
<u>Yeyep Dintan, S.P., M.Sc.</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_1	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_2	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_3	4.38	5.00	4.00	5.00	3.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_4	4.54	5.00	4.00	5.00	3.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_5	4.62	5.00	4.00	5.00	3.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_6	4.77	5.00	5.00	5.00	3.00	5.00
<u>Zaqiah Mamba'ul Hikmah</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_7	4.92	5.00	5.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_8	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_9	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_10	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_11	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_12	4.77	5.00	5.00	5.00	4.00	5.00
<u>Dr. Estria Furry Pramudyawardani</u>						

Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_13	4.54	5.00	4.00	5.00	3.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_14	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_15	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_16	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_17	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_18	4.85	5.00	5.00	5.00	4.00	5.00
<u>Dr. Fiadini Putri, M.Sc.</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_19	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_20	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_21	4.54	5.00	4.00	5.00	3.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_22	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_23	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_24	4.69	5.00	4.00	5.00	4.00	5.00
<u>Chesara Novatiano, S.P., M.Sc.</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_25	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_26	4.69	5.00	4.00	5.00	4.00	5.00

Facilitator delivery and style [I was well engaged during the training session]_27	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_28	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_29	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_30	4.77	5.00	5.00	5.00	4.00	5.00
<u>Dewi Sri</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_31	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_32	4.54	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_33	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_34	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_35	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_36	4.85	5.00	5.00	5.00	4.00	5.00
<u>Ir. Elvina Herdiani, M.P.</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_37	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_38	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_39	4.62	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_40	4.69	5.00	5.00	5.00	3.00	5.00

Facilitator delivery and style [I was comfortable with the pace of the session]_41	4.54	5.00	4.00	5.00	3.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_42	4.85	5.00	5.00	5.00	4.00	5.00
<u>Santoso</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_43	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_44	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_45	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_46	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_47	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_48	4.85	5.00	5.00	5.00	4.00	5.00
<u>Dr. Lalu M. Zarwazi</u>						
Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_49	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_50	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_51	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_52	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_53	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_54	4.77	5.00	5.00	5.00	4.00	5.00
<u>Ir. Saptoningsih, M.P.</u>						

Facilitator Knowledge [My learning was enriched by the facilitator's knowledge]_55	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator Knowledge [My learning was enriched by the experiences and examples that the facilitator shared]_56	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was well engaged during the training session]_57	4.69	5.00	4.00	5.00	4.00	5.00
Facilitator delivery and style [I found it easy to be actively involved during the session]_58	4.77	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the pace of the session]_59	4.85	5.00	5.00	5.00	4.00	5.00
Facilitator delivery and style [I was comfortable with the length of the session]_60	4.69	5.00	4.00	5.00	4.00	5.00
[I found the Zoom Meeting room and set up to be comfortable, free of distractions, and conducive to learning]	4.54	5.00	4.00	5.00	3.00	5.00
[I found the e-learning and set up to be comfortable, free of distractions, and conducive to learning]	4.54	5.00	4.00	5.00	3.00	5.00
Average	4.70	4.99	4.42	5.00	3.79	5.00

Table 5. Quantitative Feedback from Participants

Photographs

