



Training Manual for Local Governance and Women Group Representatives

MODULE VII


*Designing and
Organising Training
of Local Governance
and Women Group
Representatives*

1. INTRODUCTION



There are volunteers, facilitators, students and government and self-help group representatives who have the opportunity to work as a team to help develop livelihood skills and protect community's people and assets. People who are performing their respective roles need to be community minded.

They need to be able to work well with other people as part of a team. They should be fully prepared and equipped with methods and techniques which are essential to improve economic well-being of their community people and develop a positive culture among rural people.

Are you the right person for the role? Do you know who you are and what are your roles and responsibilities towards your community people? Do you know how to design and organise training of your community people in livelihood skills development? Do you have enough time available to adequately perform all of your functions of the role? Do you have genuine interest in voluntary community work in general and the objectives of the programme in particular? Do you command respect in your community? Do you know how to attend meetings and organise training events as and when required?

Community participation does not happen by itself. It must be stimulated and

encouraged. This module aims at those who wish to initiate that stimulation.

This is a “how-to” module, intended for the representatives of local governance and women groups in rural areas (referred to in this module as **community mobilisers**) who want to stimulate social change in a community in the direction of more development, poverty eradication, better governance, increased integrity and transparency in the management of community affairs; in short, empowerment of that community.

In this module the discussion on history, theory, ideology and description is minimal. More emphasis has been placed on the needed skills and understanding of concepts useful to community mobilisers.

The module is intended to be used extensively by local government representatives and local level trainers. However, we also encourage planners, administrators and managers responsible for promoting rural livelihood skills to read it and those whose responsibilities include community strengthening to read it.

The module is aimed at providing tools and techniques for designing and organising training of representatives of local governance and women self-help groups in developing livelihood programmes of rural people. The module draws several references from the work of Phil Bartlewell known for his work on the training of rural communities on diverse issues related to their livelihood skills development.

Objectives

- After completion of this module you would be able to:
 - ▶ *Describe steps of a systematic training programme.*
 - ▶ *Describe training methods and techniques.*
 - ▶ *Design and conduct training programmes for community people.*
 - ▶ *Explain the process of training monitoring and evaluation.*
 - ▶ *Describe how to support community organising activities.*

The module contains the following:

Contents

- Training cycle
- Training needs assessment
- Training aim and objectives
- Training curriculum
- Adult learning principles
- Communication and training methodology
- Training materials and training aids
- Session guide
- Conducting of training
- Training monitoring and evaluation
- Qualities and activities of trainers
- Training agenda
- Community organising activities



2.

Training is defined as an organised activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skills.

It refers to learning that is provided in order to improve performance on the job. Training is a systematic process. Training is a systematic development of knowledge, skills, attitude and behaviour pattern required by an individual to perform effectively a given task or job. You need to follow the below mentioned steps in order to make training effective and meaningful to its recipients (Figure 7.1).

Knowledge: All actions require having some knowledge at the following three levels:

- Knowing a range of simple facts, recalling lists, stating simple rules;
- Knowing a range of procedures, how to do things, how to order sets of actions; and
- In a particular situation, recognising the key features and therefore, being able to select the most appropriate procedure.

It is important to understand that the higher level of knowledge cannot be achieved without achieving the lower level of knowledge. In this situation the trainer's role is to:

- Discover what is required for satisfactory action at each level;
- Discover what the trainees know when they begin the training; and
- Try to close the gap.

As with knowledge it is helpful to look at different levels of skills to decide what levels of skills are required for a particular action.

Skills are abilities to do something well. Skills should be tested by practical tests.

A suggestive set of levels are:

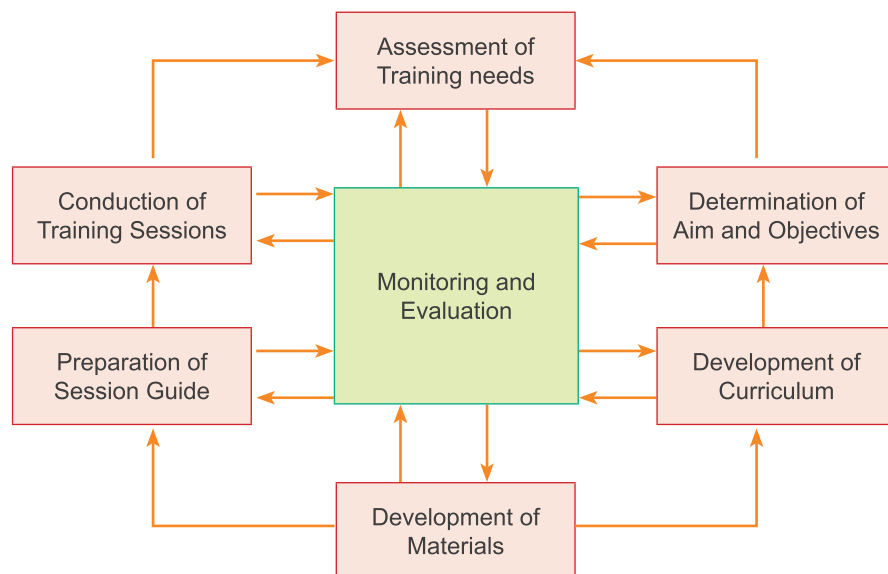
- Make physical identifications – name main parts;
- Perform simple procedure – make batik print; and
- Perform physically skilled actions – cut wood as per size to make a wooden door maintaining set quality.

Attitude: An attitude is a pre-disposition or tendency to behave in certain ways. Attitudes are usually inferred from what people do or say.

To assess the changed attitude we can do the followings:

- Identify desirable attitude;
- Assess whether the participants are with respect to the desired attitude; and
- Convince the participants and involve them with some experiential activities.

Figure 7.1: Training Cycle



2.1 Assessment of Training Needs

Training should be designed and organised to meet the demand of trainees. To identify the needs of trainees, you first need to know what are the gaps or requirements in terms of knowledge, skills and attitude. To assess the needs of trainees you have to select appropriate needs assessment methods and techniques.

In order to develop a training programme it is important for you to know how to undertake an analysis of prevailing situation. You should not rely on mere instinct or casual investigation. You need to ask yourself some critical questions, such as:

- What is the problem to be addressed?
- Who is affected by it and how?
- What activities have been used in addressing the problem?
- Are other agencies or organisations doing other things to help?
- What can we say or do to eliminate the problem?
- What do we want to accomplish?

Fundamentals of how to conduct needs assessment include:

- Interview the persons involved;
- Study the reports, survey, statistics; and
- Observe the procedures and work situations.

Methodology and techniques of needs assessment have been discussed in the Module I.

■ Determination of Aims and Objectives

Setting general and specific objectives for the training course is a very important activity of the training cycle. An aim is a general statement of intent. It describes the direction in which the learner will go in terms of what they might learn or what the training will do. On the other hand, an objective is a more specific statement about what the learner should or will be able to do, after the training experience. To make training objective more specific, it should always follow the principles of SMART.

- S = Specific
- M = Measurable
- A = Attainable
- R = Realistic
- T = Time bound

Training objectives indicate what the participants would achieve after completing a training session. Training objectives can be divided into two types: general objectives and specific objectives. Training objectives are also divided into course objectives and behavioural objectives. Training objectives are the combination of knowledge, skills and attitudes which the trainer expects from a participant after a certain period.

For several reasons training objectives are very important:

- Training objectives are the precondition of selecting training course, contents, methods and materials. When the trainer will come to know what are the things that a trainee should acquire, only then he/she will be able to take decision how it can be achieved.
- Training objectives should be selected before conducting the training so that achievement of the training can be evaluated.
- Specific training objectives help the participants to organise themselves to achieve and materialise objectives.

■ Course Objectives

Course objectives mean what the participants will be able to do after completing a training course. It is taken for granted that the course objectives describe the main tasks, which will be achieved from the training.

After completing this session the participants will be able to:

- Organise and manage the school management committee meeting; and
- Make an annual plan for the school management committee.

■ Behavioural Objectives

Behavioural objectives indicate to the definite description of tasks, which the participants will be able to perform after completing the training. That is why the training objectives should be expressed in behavioural words so that the effectiveness can be assessed at the end of the session.

Definite objectives have four key characteristics. These are:

- Relevant;
- Specific;
- Measurable; and
- Attainable.

■ Relevant

The objectives should be relevant to the identified needs. An example of training objectives for the members and secretary of the school management team is given below in Figure 7.2.

After completing this session the participants would be able to:

- Write the resolution of the monthly meeting of the school management committee.

■ Specific

The objective should be very much specific. If the objective is not specified, it could be impossible to measure it. An example of training organised for developing the skills of school teachers is given below.

After completing this session the participants will be able to:

- Explain five effective techniques to revise the attendance of the learners in the classroom.

■ Measurable

The objective of any training is to achieve set goals. If the objectives are described in a general manner then they cannot be measured and would be hard to apply. So the objective should be measurable. An example of a training objective organised for the members of the school management committee has been given below.

After completing this session the participants would be able to explain five responsibilities of the chairman of the school management committee.

■ Attainable

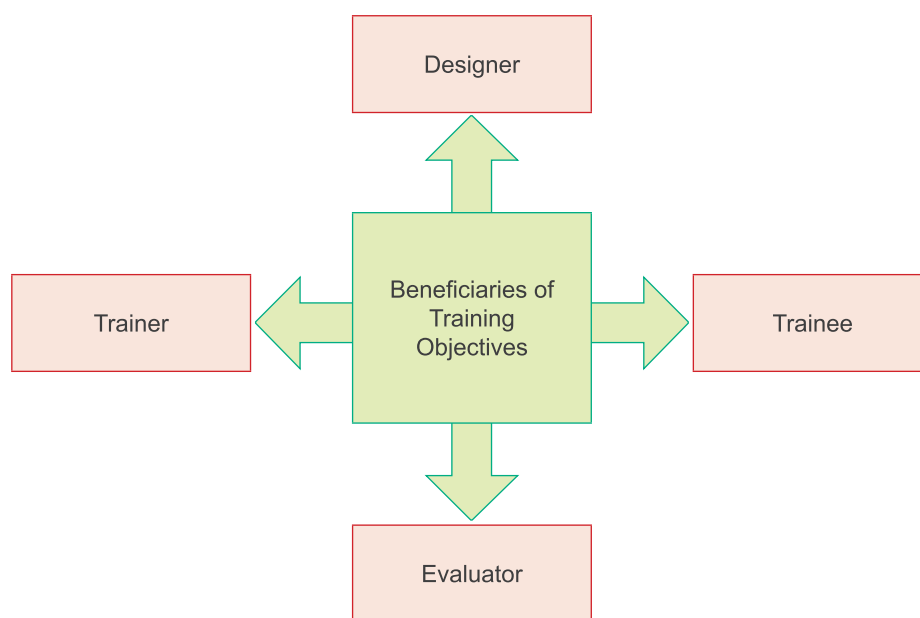
Before selecting a training objective, be sure whether it would be achieved besides ensuring the necessary process for achieving the objective.

Before selecting any training objectives, the above mentioned issues have to be considered.

■ Beneficiaries of Training Objectives

Figure 7.2 show the beneficiaries of the training objectives.

Figure 7.2: Micro-enterprise Development



2.2 Development of Training Curriculum

Before conducting the training course it is the responsibility of the training team to design the major component of the training for every single session in a matrix. This matrix is called training curriculum. While developing the training curriculum you have to consider the level of the trainees and their expectations, their qualifications, local context and infrastructural facilities in conducting training courses. Generally a training curriculum contains:

- Title of the session;
- Objectives of the session;
- Learning units (learning points);
- Training methods/techniques;
- Required time; and
- Required materials/training aids.

Trainers should develop their training curriculum in accordance to the matrix shown in Table 7.1.

Table 7.1: Training Curriculum

Day	Session number and Title of the session	Objectives of the session	Learning units	Methodology	Required time	Required materials
Day One						
Day Two						
Day Three						

3. COMMUNICATION AND TRAINING METHODOLOGY



As a trainer you need skills to communicate with the people in the community.

This section will help you to develop effective communication skills, which is the first essential skill needed by any effective leader and trainer.

Communication means to expose any idea to others by making it attractive and acceptable through sign, body language or oral expression to make behavioural change or to perform any change.

Communication indicates such a statement from a sender to a receiver so that other people can understand and act accordingly. Communication refers to the information sharing and mutual relationship among the participants. Communication is a process where the sender sends some message for achieving any particular objective to the receiver, which creates a reaction and response in the receiver. Example 7.1 and Figure 7.3 show an example of poor communication and the process of communication.

Having the skills to communicate effectively is the key to dealing with people, whether they are your employees, managers, peers, customers or trainees.

If you can communicate more effectively you will improve your relationships and your ability to be an effective leader and trainer.

■ Communication Awareness

Understand the objectives of effective communication and become more aware of your own communication style so you can actively improve your communication skills.

■ Essential Communication Principles

Improve your communication effectiveness through three key principles: considering your communication partner, effective listening and achieving maximum understanding.

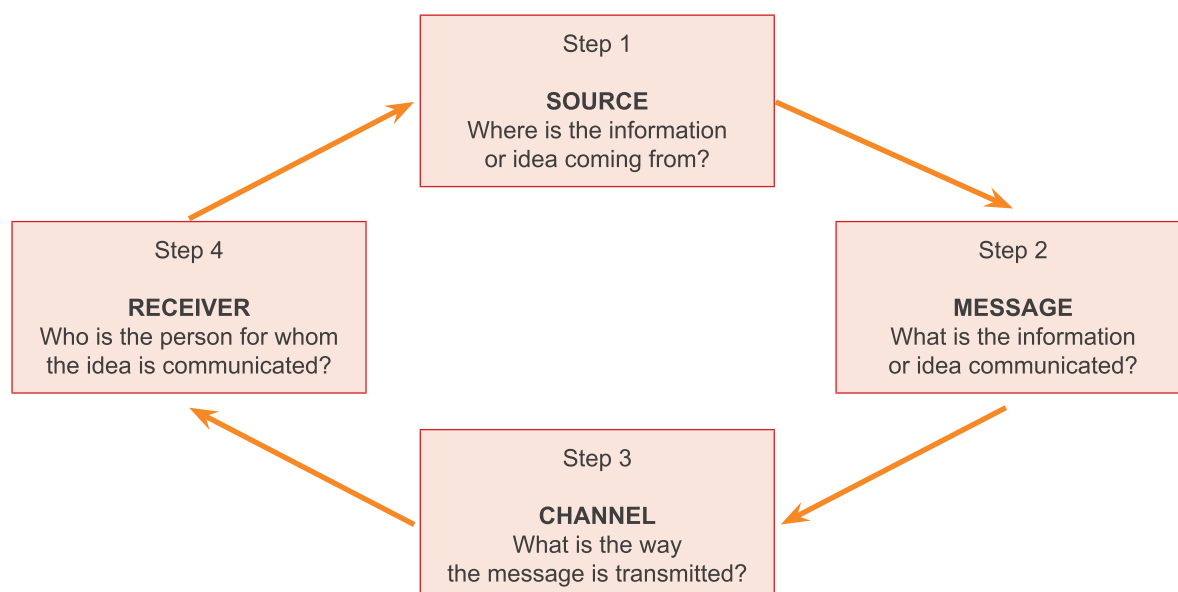
■ Communication Barriers

Understand and manage the barriers that can negatively affect your communication outcomes.

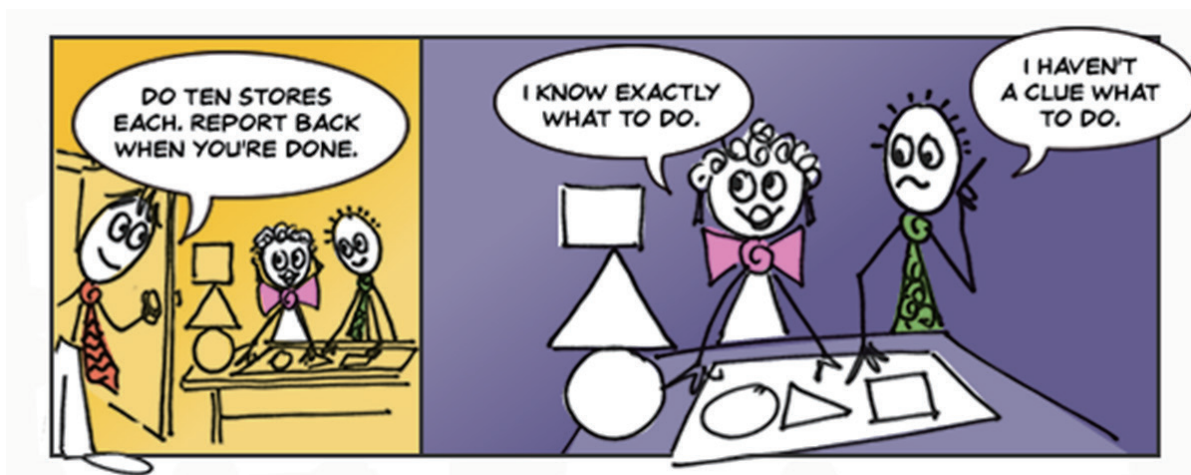
■ Positive Communication

Communicate positively and constructively, even in difficult or volatile situations, to improve outcomes and achieve your objectives.

Figure 7.3: Process of Communication



Example 7.1 : Poor Communication



You will explain that the most common way to systematically look at the communication process is who says what, in which channel, to whom, with what effect. In every communication situation there is a source which generates a message, which is transmitted through a channel to an audience receiver. If the receiver responds overtly to the message, his/her response will be the first step to another communication process. He/she now becomes the source and this introduces the element of feedback.

In a small group, face to face communication could provide immediate feedback. The communicator can see immediately (simultaneously) with his/her message how he/she is doing, how he/she is being understood, and if need be, can revamp his/her message or can repeat all or portions of it until misunderstandings have been eliminated. Immediate feedback basically answers this question for the communicator: How am I doing? Delayed feedback answers the question: How have I done?

You will highlight some of the reasons why the communication was not effective, including: the clarity of the message, anxiety in sending or receiving the message, existence of any distractions (e.g. laughter, other noise), and the appropriateness of the language. You will point out that there are many barriers

which can disrupt or frustrate the communication process. The two most important are referred to as mechanical noise and semantic noise.

Mechanical noise includes static in radio, snow on a screen, hums in a public address system, poor printing, coughing or laughing by an audience.

Semantic noise is brought on when there is a breakdown in meaning or discordance in the message.

There are several common barriers of communication such as:

- The sender lacks reliability.
- The sender lacks sufficient knowledge.
- If the message becomes too hard/complicated.
- If the media becomes inappropriate.
- If the receiver lacks interest.
- If the process lacks the scope of taking and giving feedback.
- If the receiver and the sender have some language differences.
- If it becomes full of information.
- If the information is distributed without considering the recipients' needs, beliefs and views.

■ Verbal and Non-verbal Communication

You will explain that people communicate not only with spoken and written languages but also with nods, handshakes, embraces, bows and hugs. Actions do indeed speak louder than, or as loud as, words in interpersonal communication. Trainees will be asked to identify and interpret some of the non-verbal signals they have noted among themselves; that is, the group members since the start of the session. These will be listed. The group will be asked to comment on the interpretations of the non-verbal signals that are noted. You will remind the participants that verbal communication essentially relates to:

- Use of appropriate language; that is, language in which there is a shared meaning; and
- A sensitivity of the relationship that exists between the sender and the receiver; that is, the awareness of talking “with” and not “at”, “down”, or “to” the receiver.

■ Group Communication

People spend a sizable fraction of their lives in small groups. Communication in these groups is no different than the practice in one to one, face to face communication. The group setting becomes more complex, because there are more people with their individual biases, prejudices, behaviours and listening practices coming together and contributing to the dynamics of group communication.

You will be asked to give their experience of group communication. These will be listed on flip chart paper. The trainer will present some characteristics of group communication to which the participants should pay close attention.

These include:

- Persons who dominate the sessions, demonstrated by frequent questions and explanations and generally given to attention seeking.
- Persons who are submissive. These persons try to hide in the large group, never ask questions and never volunteer for any task.

Persons who make many jokes and see their role as providing comic relief tend to believe that this role solves them from making any serious contribution to the group. You will ask participants for suggestion to deal with these types in group communication.

■ Listening Skills

You will conduct a game “Just for fun” to demonstrate the importance of listening in the communication process. You will read a statement and ask participants to listen carefully and identify what is wrong with the statement.

Example: An invisible car came out of nowhere, struck my vehicle, and vanished.

You will read four different statements. You will ask the participants after each statement what they heard and what was understood. You will commend the participants who were able to identify the errors in the statements.

You will point to the importance of developing sustained listening skills, through the practice of concentration and discipline. Some of the reasons we should listen are:

- Listening can solve problems.
- Listening can lead to better working relationships.
- Listening helps you make better decisions.

For both raising awareness and community organising, your main tool is a public meeting in which discussion is the central feature.

Here it is very important that you are thoroughly informed and conversant with your goals.

Do not memorise definitions; reinterpret all those concepts as you understand them, and debate them with colleagues. Do not preach sermons like a priest; do not make speeches like a politician; do not lecture like a professor; avoid pontificating, haranguing or dictating.

Your best role model should be the renowned educator of ancient Greece, Socrates, who was taught by always asking questions, never giving answers.

He was a great facilitator, guiding people to think (analyse, observe) for themselves.

Appear relaxed, confident and informed. Draw questions out of the participants. Especially ask the quiet and shy ones for their opinions. Do not allow the over-confident and dominating ones to take over or control the discussion.

4. ADULT LEARNING PRINCIPLES

You know very well that adults learn what they want to learn. They learn best by doing and by working in an environment that is non-threatening, informal, and involves their participation. To ensure adult learning we need to follow the principles of adult learning.

- It should be ensured that the participants will learn what they want to learn and in the way/process they want to participate. The facilitators should consider himself/herself as a facilitator to the participants because the adult participants have a vast knowledge, experience and skills.
- Adult learning is an active process not a passive one through which experience can be gathered.
- Adult learning is for the overall development of a person, not only a process to gain skills of reading, writing and spelling.
- An environment, where the learners feel free and consider themselves as respected ones, can ensure the quick learning of the learners.
- The issues which have been already discussed should always be relevant to participants' interest and need.
- The slightest success illuminates the interest of the participants. Failure or lack of positive feedback will destroy the interest of their learning.

- Learning subject should be clustered. Anything excessive may seem boring and destroy their interest.
- It is hard to learn anything when a person is under pressure. Rather it is wise to give some break at those moments.

5. TRAINING METHODS AND TECHNIQUES

Knowing the adult learning principles we should emphasise training methods which provide variety, enhance motivation and allow active participation in activities which facilitate learning. The appropriate selection of training methods and techniques will do more to promote the effectiveness of training than any other measure. Some of the more effective training methods are mentioned below:

■ Small Group Discussion

Small group discussion is a process in which the participants are divided into small teams or groups to facilitate the decision-making procedure on the basis of unanimity and mutual exchange of views. Usually 4 to 6 participants present their opinion over a stipulated issue after carrying out a discussion within a given time frame.

■ Scope of Implementation

This method is effective in:

- Presenting a new idea consistent with the previous knowledge of the participants;

- Analysing problems, cause finding and defining the strategy in implementing a solution;
- In developing the thinking process and analytic faculty of the participants;
- Areas that demean group dynamics and perspective of the participants; and
- Areas where active participation of the members is required.

■ Prior to the Session

- Present objectives and activities of the teams properly.
- Divide the participants into small teams (the team formation may be done by means of a game).
- Explain the task to the members of each team.
- Ask everyone for active participation and teamwork.
- Allot a time for the session.
- Supply necessary materials.

■ During the Session

- Move around and observe each team in work.
- Ensure everybody's participation.
- Extend help if required.
- Tell each team to nominate a leader.

■ After the Session

- Ask the leaders of each team to present their group views.
- Create the opportunity for discussion on the presentations of other groups.
- Draw a generalisation on the inputs of all the teams.

■ Benefits

- Participants can exchange opinions and experiences.
- Participants can verify their experiences with others.
- A lot of ideas are generated.
- Everyone gets a chance to explain his/her own reasoning.
- Discussion is carried out in a systematic manner.
- A clear picture of the area under discussion is obtained through debates.
- Friendliness is spread across a team.
- A team environment helps the participants to increase self confidence.
- A tolerant attitude towards other people's opinion is developed.
- Each and everyone can take part and contribute.

■ Limitations

- May take a long time.
- May give rise to conflict or clash.
- The discussion may shift to irrelevant matters.
- Extra rooms are required.
- If the facilitator or the participants are not prepared, the discussion may turn out fruitless.
- Some participants may not be responsible enough to take part in the discussion.
- Some members may influence or lead the discussion.

■ Brainstorming Method

Among all the methods used in recent times to make a training session fruitful, participatory and more effective, brainstorming method is a very widely used and powerful tool. In this process, everyone can be turned to participate actively in the discussion. Brainstorming is a process in which maximum number of ideas over a certain issue are generated in the shortest possible time by means of collective thinking. In this process, participants are encouraged to express their views openly. Initially all the ideas are accepted and later a decision is reached through their analysis. The method is employed to generate more ideas in less time.

■ Conditions

- Everyone has to speak.
- A fixed time will be allotted.
- In the initial stage, all ideas are acceptable.
- No ideas can be ridiculed.

■ Benefits

- Everyone can participate.
- Takes minimum time.
- More ideas are generated.
- Everyone can be persuaded to take interest in the discussion.
- An opportunity to exchange mutual opinions is created.
- The session can be kept lively.
- It motivates the participants to think.
- Gives the facilitator a fair idea about the group experience.

■ Limitations

- Takes more processing time if the number of the ideas generated is large.
- There is a possibility of inconsistent ideas being generated if the participants do not have any prior exposure to the subject.
- Sometimes some ideas may be vague because of lack of analysis.
- At times this method may lead to disorder or chaos.
- A big whiteboard or a large amount of poster paper is required.
- The facilitator has to write very fast.

■ Question and Answer Method

- Question and answer method is a very effective way to bring out the experience of the participants by asking them questions.

■ Type of Questions

- **Pre-nominated questions:** The person whom the question will be directed at is predetermined.
- **Open questions:** Anyone can answer.
- **Delayed nominated questions:** First the questions are kept open and then directed at a particular person.

■ Nature of Questions

- **Closed questions:** The questions have to be answered by Yes or No.
- **Open ended questions:** The questions have to be answered a little elaborately.

■ Preparations

- To identify all the probable questions.
- To prepare for all the questions relevant to the subject matter.

■ Responding to the Answers

- By acknowledging the answer.
- By summarising the answer.
- By recording the answer.
- By appending some brief remark to the obtained answer.
- By letting somebody else summarise the answer.
- By dividing the answer into several components and asking for someone to express his views.

■ Benefits

- Brings out the experiences of the people of the group.
- Points out the feelings and opinions of a group as well as an individual.
- Facilitates participation of the less contributing member of the group.
- Draw attention of the participants.
- Explains and clarifies the opinions expressed.
- Verifies the topical knowledge of the participants.
- Increases comprehension, interests and awareness of the participants.
- Encourages group discussion and ensures more participation.
- Reduces the hesitation of the participants.

■ Limitations

- Takes more time.
- The discussion may be derailed to another topic.
- The participants may feel embarrassed to face questions.

■ Role Play

Role play is a brief and structured activity that represents a real life incident by means of the acting of two or more participants.

■ Objective

- To increase self-perception and enhance the skill of identifying real life problems encountered by a team or an individual by means of different experiments.

■ Steps of Implementation

The problems may be identified, solutions obtained or portrayal of a comparative scenario done through role play. The following steps will be executed on the basis of that.

■ Prior to the Session

- Topic selection.
- Role selection.
- Preparation of acting instructions.
- Development of materials (if required).

■ During the Session

- Introduction.
- Selection of observers and explanation of his/her responsibilities.
- Enactment of the role play.
- Asking for the observers' opinions.
- Inputs from the facilitator and generalisation of the findings.

■ Benefits

- It is a very effective method in improving mutual relationship.
- Impression and developing sensitivity.
- Easy and inexpensive.
- Successful execution creates a feeling of observing the incident in reality.
- Participants may be motivated easily.
- This method may be employed for participants of all profiles.

■ Limitations

- Takes considerable amount of time.
- The facilitator must be well qualified and highly competent.
- In case of failure to execute properly, there is a risk of a reverse impact.
- If the representation is not successful, some may find it ridiculous or childish.
- Highly sensitive; people may find it derogatory or offensive.
- Takes a lot of time in briefing the players and observers about their tasks and in preparing them for it.

■ Case Study

Case study has been proven a modern and a very effective tool in training. A case is a narrative of the history of an incident that is based on real life or imaginary situation. Case can be of different types. It can be divided into different classes based on its nature, its presentation or its types.

According to its nature, case can be of two types:

- Real; and
- Imaginary but based on reality.

According to its presentation, case can be of three types:

- Verbal;
- Written; and
- Short film.

According to its topic, case can be of:

- Regarding solution;
- Only problem; and
- Problem with multiple solutions.
- Case with no identified problem.

■ Classification of Case

■ Deductive

The participants are given an idea and necessary knowledge regarding the case

■ Inductive

■ Procedure for Conducting Case Study

- ## ■ Areas of Application

- 28

■ Benefits

- The analytic faculty of the participants increases.
- Gives a simple way to get a proper understanding and find the solution to a problem.
- Can easily create enthusiasm and interest among the participants.
- Gives a wider opportunity to share experiences.
- It brings the real scenario within the classroom.
- Versatile knowledge can be obtained from a single situation.

■ Limitations

- Determination of a case is a difficult and time-consuming task.
- A wrong selection of case leads to a wrong impression of the participants regarding the issue.
- Considerable skill on the part of the facilitator is required to implement this method.
- If the participants lack experience, the method becomes meaningless.
- If the participants feel that the case is a made-up one, their enthusiasm may be diminished.

■ Demonstration Method

We learn a lot by using our sights. This learning can be turn out into something pleasant and life-oriented by using pictures, charts, models and natural elements. Demonstration is an effective method in training. There are a lot of things that can be explained easily with the help of models or real things.

■ Process of Application

- Give a brief description of objectives and process;
- Place the materials in such a way so that all the participants can see;
- Demonstrate accordingly;
- Give emphasis on the key learning point;
- Be sure about the learning result of the demonstrated issues through questions and answers;
- Collect all the opinions;
- Let the participants touch the materials if needed; and
- Have some review discussion relevant to the subjects and objectives.

■ Advantages

- It helps in providing particular ideas on the subjects;
- It helps to develop skills;
- It creates the interest and attraction in the participants;
- The duration of the result of the learning remains long; and
- It creates the scope for various issues.

■ Disadvantages

- It may require a lot of materials;
- It requires the appropriate use of materials otherwise it would not be effective; and
- It demands skilled facilitators.

In addition to training methods, ice breakers, energisers, games and exercises can be used for developing trust and group interaction. The more trust and interaction there is between participants and the more they know about each other and interact with each other, the more they will explore and learn.

6. DEVELOPMENT OF TRAINING MATERIALS/TRAINING AIDS

To make training understandable to the trainees you have to prepare training materials/aids (hand-outs, case story, flip chart, poster, power point, etc.) as per objectives of each session. Training materials and aids should be prepared before the training sessions. Appropriate photos, charts, illustrations, models can also be used in the training courses. Following issues should be considered while selecting the material.

- The material should be relevant to the subject.
- It should be easy, informative and correct.
- It should have appropriate size and colour.
- Easily portable.
- The material should be attractive and pleasant.
- The material should be in accordance to the level/standard of the participants.
- It should be up to date.
- Available.
- Cheap.
- Easily understandable.
- The material has to be developed in a planned way.

■ Preparation of Session Guide

A **session guide** is an instruction to the trainers on how to conduct each of the sessions. You can get examples of session guides in the “Trainers Guide”.

Session No. 1

Name of the Session: Opening and Introduction

Objectives: At the end of the session the participants will be able to:

- Describe the background and objectives of the training course;
- Get acquainted with each other;
- Describe expectations from the training course;
- Identify the level of existing knowledge; and
- Describe the principles and norms of running the course.

Total Time: 2 hours

Process	Method	Time	Materials
Welcome all participants in the session. Complete registration of the participants on the prescribed form and distribute training logistics and resource book. Explain the use of resource book during and after the training course.	Registration	10 Minutes	Registration form, logistics, Resource book

■ Conduction of Training Sessions

Trainers should read and understand the session guide and all relevant materials before the training. Before conducting training sessions, trainers should take adequate preparation for conducting the session. Trainers should deliver the contents of the session as per steps and process described in the session guide. Communication skills of the trainers are very important to make a presentation successful. Trainers should assess the learning of the trainees as per objectives set for each session.

■ Training, Monitoring and Evaluation

Monitoring and evaluation are complementary to each other and should be conducted throughout the training cycle. Though both have different application areas, still they work together for the development of the training programme. Monitoring is the process of gathering and analysing information on the progress of on-going training activities and analysing this information to improve the training (See Module VIII). It is a system of documenting all planned efforts, processing the raw data and disseminating the processed information to higher authorities. It is an attempt to measure the extent to which a training reaches its target beneficiaries(coverage) and the extent to which the training being delivered matches what was intended to be delivered (process).

On the other hand evaluation is the process of determining the worth of a thing. It includes obtaining information that can be used in judging the worth of training. We monitor to “perfect” the implementation of a training programme. We evaluate to “judge” the performance of the training programme (Tables 7.2 and 7.3).

■ Objectives of Training Monitoring

- To know whether a training programme achieved its qualitative result;
- To get the timely feedback and to take corrective measures for developing the effectiveness of the training programme; and
- To know whether a training programme is directed in the right course to achieve its goals and objectives.

■ Issues Related to Monitoring

- To measure the planned inputs.
- To measure the implementation of the planned training activities.
- To measure the development in the light of planned goals.
- To identify the strengths and weaknesses of implementing a training programme.

■ Objectives of Training Evaluation

- To know at which level the training objectives have been achieved.
- To develop the plan and implementation of a training programme.
- To measure the influence and effectiveness of a training programme.
- To assess whether the result/effectiveness of the training is more or less than the actual training cost.

■ Issues Related to Training Evaluation

- To assess the participants' point of views about various training activities.
- To assess the knowledge, skills and attitudes that the participants acquired from the training.
- To assess the variation of skills of the participants in the working area.
- To assess the long-term result of the training in a society in a particular area.

■ Things a Trainer Should Know about a Training Course

- Whether the training programme is being implemented successfully?
- How much success has been achieved to fulfil the purpose?
- Whether the planned activities of the training are being implemented?
- What are the problems aroused while conducting training?
- What are the strengths which have been identified?
- What are the new skills, knowledge and attitudes which have been achieved?
- What are the short-term and long-term effects of training?

Monitoring and **evaluation** of training gives us all the answers of above-mentioned questions.

Table 7.2: Steps and Process of Training Monitoring

Level of Monitoring	Purpose	Data Gathered	Tool for gathered data	Time to gather data	Use of data
Before course	To know the progress of preparation as per plan	Men, money, materials and process	Questionnaire, Checklist, Interview, Schedule	Before training starts	Filling the gap in training preparation
During course	To know the progress of training Implementation	Time, Attendance, Arrangement, Recreation, Participation etc.	Questionnaire, Checklist, Interview, Schedule	During course implementation	Ensure proper implementation of training.
After course	To know the progress of the implementation of action plan	Project action plan, Individual action plan	Questionnaire, Checklist, Interview, Schedule	After the course	Ensure proper implementation of action plan.

Table 7.3: Steps and Process of Training Evaluation

Level of Evaluation	Purpose	Data Gathered	Tool for gathered data	Time to gather data	Use of data
Reaction	To know training participants' attitude towards various components of training.	Impression or attitude towards the topic, method, aids and administrative support	Questionnaire	During or immediately after closing of training.	Improving training environment
Learning	To know the knowledge, attitudes and skills gained by the participants	Knowledge, Attitudes, Skills	Questionnaire	Immediately after closing of training or before and after training	Improving training contents, methods and aids

Level of Evaluation	Purpose	Data Gathered	Tool for gathered data	Time to gather data	Use of data
Performance	To know the trainees' performance in the organisations or place of work	Skills, outputs	Checklist, Score card	After trainees return to work or during training	Improving skills and outputs
Impact	To assess long-term effects of training on the community or society	Demo-graphic, socio-economic data	Interview, Schedule	Many years after trainees have re-sumed work or employment in their community or society	improving training strategy

7. KNOWING YOURSELF

Before you can successfully stimulate self-help development in a community, you must prepare yourself and know yourself very well as all your efforts will have lasting impact on your community development work. You must be clear and knowledgeable about your goals; you must know about your target community; you must have required skills; you must understand the fundamental concepts of how to mobilise a community.

The first thing you have to do is to know yourself. That is an assessment of skills and knowledge that you have. Ask yourself:

- Am I willing to give my time and interest to help participants in the training programme to solve their problems themselves?
- Can I behave myself in such a way that the people will not see me as boasting?
- Can I work in the settlement while avoiding political and factional disputes?
- Can I keep up the interest of the people alive?
- Am I willing to work in such a way that they will say they did it themselves?"
- Do I have enough elementary technical knowledge – in agriculture, appropriate technology, construction, disability, roads, nutrition, social work, soil conservation, hygiene, water – to assist community members to analyse their own problems?
- Am I willing to keep from being discouraged when many things go differently from the way I expected?

If you have these abilities, you will be more prepared to be a successful mobiliser, motivator and facilitator. Your role is to mobilise your community to take actions leading to increased empowerment and self-reliance.

Do not forget that you are also a social animator. You should be knowledgeable about social animation principles and skills as well as of communication skills, seeking to learn more about how communities can be stimulated to unify, take their own decisions, plan actions, identify and provide their own resources for community action, and to choose appropriate strategies for using internal and external resources to reach common community goals.

■ **Knowing the Skills You Need**

The technical skills you need as mobiliser include: public speaking, planning, managing, observing, analysing, and writing. The best way to learn these is through being self-taught.

In addition to these skills:

- You also need to develop a personal character that is honest, enthusiastic, positive, tolerant, patient and motivated.
- You have to know how to listen and understand when people talk.
- You have to know how to ensure that information is accurate.
- You have to know how to illustrate a point and make it interesting to a listener.
- You do not preach like a preacher; you do not make speeches like a politician; you do not lecture like a professor.
- You need to learn how to remain confident while sensitive to others when you stand among or in front of many people.

Since you must organise community groups and form executive committees, you need some organisational skills. Since you also strengthen by giving management skills, you need management skills yourself. Since you guide community groups through their own planning, you need some planning skills yourself. Since you advise and guide groups to keep honest and accurate financial records and accounts, you need some accounting skills yourself. Since you guide groups in writing reports and need to write your own reports, you need writing skills.

■ Knowing Your Goals

Let us first explain the meaning of a goal.

A **goal** refers to the result or achievement toward which an effort is directed.

One of the slogans we use in management training is, “If you do not know where you are going, then any road will do”. You need to clarify your goals, first to yourself, then on paper, then to those around you.

The goals of mobilisation to develop a community may vary from person to person, community to community. Nevertheless, there are common elements. These include:

- Poverty eradication.
- Good governance.
- Change in social organisation.
- Community capacity development.
- Empowering low income and marginalised people.
- Gender balance.

8. QUALITIES OF A TRAINER

A well-planned course cannot give the assurance of the successful conduction of that course unless it is conducted with highest skill. A good facilitator needs a lot of qualities. To gain that there is no alternative except practice.

■ Active Listener

The facilitator has to listen to all the participants' statements carefully. He or she has to gain the capability of understanding the participant's feelings.

■ Peripheral Vision

A good facilitator should always be eager to know what is and will be going on in the group. If any of the learners becomes annoyed about something or he/she becomes distracted, it is the facilitator's duty to bring back him/her in the right direction. If someone becomes angry, the facilitator has to find out whether it has been making an effect over the group.

■ Empathy

It means the ability to identify and understand another person's feelings or difficulties. An empathetic facilitator should be able to understand the participant's need unless his/her keeps silence.

■ Readiness

Conducting a training successfully can only be possible if the facilitator knows about the subject very well. The facilitator has to be ready for any type of question.

■ Confidence

The facilitator should not imitate others. The facilitator should have the confidence that he/she has the capability of conducting an effective and successful training.

■ Energetic

In addition to be energetic, a facilitator should always have an eye contact with his/her trainees. He/she should talk to people clearly and loudly and effectively use body language. He/she is required to know the correct use of giving pauses and to share the excitement and interest with all.

■ Sense of Humour

The facilitator has to develop a sense of humour in him/her. That is effective to conduct a successful training. So it is the facilitator who should be confident and humorous to have a successful training.

■ Sensitive

Sometimes ask the participants about their feelings. Give attention to their changed needs and try to accomplish those. A skilled facilitator is sensitive to

participants' needs besides achieving the objectives of the courses.

■ Leadership

The facilitator has to share the leadership style with participants. This means he/she must make sure the participation of trainees in all steps of discussion, learning, personal experience sharing, course evaluation, etc.

■ Role Model

The facilitator usually stands in such a position where it is easier for them to influence others. If the learners become positive towards the facilitator they will surely be willing to learn something new.

■ Sense of Time

It means the facilitator must have a good sense of interrupting into or pulling himself/herself out of any issue. Sometimes the facilitator takes a long time in a single issue or through long discussion or by interrupting. In many cases it is wise not to discuss anything for a long time. Again in some cases silence works effectively when the participants can acquire a lot of new issues.

■ Clarity

The presentation style of the facilitator is very important. It should have clarity.

■ Cordial Relation

With this skill each facilitator feels the participant's emotion and level of intelligence. Such a facilitator becomes the member of the training team.

■ Flexibility

The trainer should always be ready to make necessary changes instead of the old ones. The current assessment or features should always be incorporated.

8.1 Role of a Trainer/Facilitator

In addition, a facilitator/trainer is required to play many important roles to make a training/workshop successful.

■ Your Role as a Facilitator

- Enhancing individual's and group's strengths and minimises weaknesses and conflicts.
- Heightening group unity.
- Assisting individuals and groups to respond to common interests.

■ Your Role as a Trainer

- Assessing training needs.
- Planning and conducting educational programmes to enhance capabilities.
- Assisting leaders in training others.
- Engaging in praxis (action-reflection-action) through continuous dialogues with people.

■ Your Role as an Advocate

- Analysing and articulating critical issues.
- Assisting others to reflect upon other issues.
- Evoking and provoking meaningful discussions and actions.

■ You as a Researcher

- Conducting social analysis.
- Engaging in participatory technology development.
- Simplifying and enriching appropriate research concepts and skills.
- Engaging in social integration to understand social phenomena from the eyes of people.

■ You as a Planner

- Conducting analysis of area resources and potentials.
- Assisting local groups in planning for their common good.
- Systematising group actions.

■ You as a Catalyst

- Initiating debates and actions regarding critical problems.
- Monitoring and nurturing growth of individuals and groups.

■ Activities of a Trainer

The trainer's role in the training is very important. Trainers need to perform various activities before, during and after the training. Following are a list of activities of a trainer in different situations:

Table 7.4: Activities of a Trainer

Pre-training Activities	Activities During Training	Post-training Activities
<ul style="list-style-type: none"> • Identify training needs. • Identify goals and objectives of training. • Select training contents. • Prepare training curriculum and session guide. • Ensure the sources of getting money. • Develop/collect training materials. • Select training venue. 	<ul style="list-style-type: none"> • Register necessary information of participants. • Decide training norms and principles and ensure those. • Arrange necessary training equipment. • Check meal and accommodation facilities. • Solve any problem that arises during the training. 	<ul style="list-style-type: none"> • Collect and keep training records and outputs. • Prepare training report and distribute to all concerned. • Finalise financial statement. • Evaluate training. • Training and follow up. • Assess impact of training.

Pre-training Activities	Activities During Training	Post-training Activities
<ul style="list-style-type: none"> • Arrange meal and accommodation for the participants. • Select the trainees. 	<ul style="list-style-type: none"> • Organise alternative arrangement if needed. • Assess trainees/participants' progress. • Record daily attendance. • Communicate with different facilitators. • Distribute training materials. • Coordinate among different tasks and people. • Create a friendly relationship/environment. • Accomplish the financial and administrative task. 	

9. KNOWING THE BASIC CONCEPTS

To be a successful trainer/mobiliser, you need more than a few technical skills in public dialogue and organising groups for action. You need to know why to use those skills. You need to know principles.

If your target is a community, then you should know some sociological concepts about the nature of communities and the nature of social change (including development) of communities.

This means that you need some understanding of social organisation, the subject matter of sociology, anthropology, economics, politics and the forces and processes that belong to those disciplines.

■ Developing an Agenda for Training

You need to divide a given training module into several sessions which generally spread over five or six days with the approximate time given in the session and unit plans. A suggested agenda is in Table 7.5. You may use this as a basis for developing an agenda that fits the needs of the training. You can also follow examples from “Trainers’ Guide”.

The expected time needed may vary from training to training. In addition, time should be set aside for breaks, refreshments and energisers. You should review the units ahead of time and plan the amount of time that fits the needs of the particular training.

Table 7.5: Activities of a Trainer

	Day 1	Day 2	Day 3	Day 4	Day 5
	Session 1 Setting the Scene	Session 3	Session 5	Session 7	Session 9
Morning Session	Unit 1.1 Registration and Inauguration	Unit 3.1	Unit 5.1	Unit 7.1	Unit 9.1
	Unit 1.2 Introductions	Unit 3.2	Unit 5.2	Unit 7.2	Unit 9.2
	Unit 1.3 Setting Norms	Unit 3.3	Unit 5.3	Unit 7.3	Unit 9.3
	Unit 1.4 Group Formation
	Unit 1.5 Learning About Expectations and Workshop Objectives				

	Day 1	Day 2	Day 3	Day 4	Day 5
	Session 2	Session 4	Session 6	Session 8	Session 10
Afternoon Session	Unit 2.1	Unit 4.1	Unit 6.1	Unit 8.1	Unit 2.1 Presentation of Action Plans
	Unit 2.2	Unit 4.2	Unit 6.2	Unit 8.2	
	Unit 2.3	Unit 4.3	Unit 6.3	Unit 8.3	
					Unit 2.2 Post-work- shop Evaluation and Close

Preparing Individual Sessions

Each session is divided into units. Instructions on how to facilitate each unit can be provided under the following headings:

- Objective
- Time
- Method
- Materials
- Process
- Trainers' Notes
- Learning Outcome

It must be emphasised that these instructions are intended as guidance only. You can be flexible and can modify the unit as per the needs and understanding of the participants. You can also follow examples from “Trainers’ Guide”.

Training Venue

It is desirable that the training venue is at least 6 x 10 meter and has open space available for simulation and mock exercises. You may have little control over the physical dimensions or features of the venue, but should be aware of how

these affect participants' learning experience. If possible, visit the training venue before the programme is due to start and check if the room suits the requirements. Some questions to ask at the training venue are given below.

■ Checklist: Training Venue

- Are there any potential sources of distraction?
- Are there enough PowerPoints to set up your electrical equipment?
- Is there enough space for group discussion?
- Will other people pass through the training venue?
- Are there adequate sanitation facilities for the participants?

■ Seating Arrangements

The seating arrangement should be informal and flexible. Generally, a banquet style seating arrangement is advisable as this limits disruption when switching from presentations to group work.

Some questions to ask about seating arrangements are as follows:

■ Checklist: Seating Arrangements

- Can everyone look at the screen or board easily?
- Can those sitting at the back hear those speaking at the front?
- How best can the space be used, especially if the room is cramped?

■ Logistics

- If the training programme is designed as a residential programme, then boarding and lodging facilities within easy access of the training venue will need to be arranged for participants.
- Vehicles need to be arranged for undertaking field visits.

■ Material

List of Materials Required for the Training

Essential	Optional
White board/chalk board; Flip charts; Video/film appropriate for the topics; Markers (different colours); Stationery (writing pads, pen, folders, etc.); Scissors; Paper cards in different colours.	Banner; Sound system, with cordless microphone; LCD projector; Camera (Digital); Extension cords (if necessary).

The critical aspects that you need to take into consideration when organising a training programme are summarised below.

Selection of participants <ul style="list-style-type: none"> Who is most affected? Who benefits most? Practical reminders <ul style="list-style-type: none"> Develop and circulate screening mechanism e.g. Registration Form, Questionnaire, Course Brochure. Avoid mixing different levels of staff e.g. management and field staff. Beware of selection of participants based on popularity and of training programme used as reward or prize. 	Selection of venue <ul style="list-style-type: none"> The venue should be central and accessible. Ensure seating is adequate and comfortable. Ensure room is well lit and ventilated. Ensure adequate restrooms are available. Avoid noise pollution. Ensure there are sufficient electrical outlets/power sources. 	Selection of presentation tools <ul style="list-style-type: none"> Chalkboard Flip Chart LCD Projector Tape Recorder Video Appropriate posters, brochures, etc.
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■ Writing Reports

After every training/workshop there should be a report to document all activities and outcomes. According to the type of recipients, the structure of the report can be different. It is very useful to distribute the training report to all the participants for remembering the contents of the training/workshop. Report writing is a critical job; it should reflect daily proceedings and daily outcomes. At least one person should be assigned before the training/workshop to document every aspect of the training/workshop.

10. ORGANISING THE COMMUNITY

Community organisation is the process by which people organise themselves to “take charge” of their situation and thus develop a sense of being a community together.

It is a particularly effective tool for the poor and powerless as they determine for themselves the actions they will take to deal with the essential forces that are destroying their community and consequently causing them to be powerless.

It has the ability to facilitate, lead and effectively carry out the policies, objectives and programmes of the organisation with maximum participation of the members in the decision-making process.

While the project is underway, the community and its executive will realise that they need new skills.

Some of those skills may be artisan, craft or technical skills, such as carpentry, masonry, electric wiring and others necessary for construction. Others may be financial, planning or management skills, such as keeping accounts, fund-raising, report writing, conflict resolution, communication skills, and supervising and managing the activity.

Training ranges from informal to formal, on the job site, showing skills by experienced to inexperienced, paid training (apprentice-style), through workshops you organise, to sending participants to a commercial or government training institute.

As much as possible, emphasise the informal skills training from resources inside the community. Older and skilled artisans who donate their labour to the community project should show younger unskilled youth how to do the work.

Where informal training is not possible, you might propose training workshops. You must have a budget, a source of funds, to cover the training costs.

Depending upon your budget, and the policy of your agency or programme, you may have resources for sending some people for more formal or institutional training.

Your task is to ensure that the training is approved by the whole community, has an appropriate and needed subject matter for the community project, and is not just a means for giving a perk to a crony. Ensuring that the choice of participants and choice of the topic is approved by the whole community will help avoid suspicions of favouritism by you or the executive.

Whatever the training is, while the project is underway, ensure that the choice of participants and topics or skills transferred, are needed by the community, approved by the community as a whole, monitored and recorded, and included in progress reports.

Here is a short list of some possible training topics that may arise.

<ul style="list-style-type: none"> ● Accounting; ● Brick Making; ● Carpentry; ● CBR; ● Communication; 	<ul style="list-style-type: none"> ● Fund-raising; ● Group Dynamics; ● Management; ● Mobilising; ● Monitoring; 	<ul style="list-style-type: none"> ● Planning; ● Primary Health; ● Project Design; ● Report Writing; ● Social Work.
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You may not be skilled enough to train in some of these topics, so you need to identify other specialists and resource people who could do the training with you. You may find it necessary to show specialists how to engage in participatory and facilitative training.

■ Sustaining the Intervention

If you visit a weights lifting gym only once, you will not build your muscles. How can something you put in place be made sustainable so that it stays in place?

For the community, whose goal is to improve health, and objective is to construct a latrine, its concern with sustainability is in questions like, “How do we ensure that the latrine will be kept clean, repaired, maintained and used?”

The answer is in ensuring community responsibility (by community participation in decision-making and control) from the beginning of the project.

For you, who has put in place a social process of social change for strengthening the community, your concern with sustainability is more in questions like, “How will the community continue to take charge of its improvements, making assessments, choosing new priorities, seeking new resources, undertaking new actions, and increasing its self-reliance”?

The goals of you and of the community are different but complementary. You want your intervention to be sustained. The question of sustainability is answered in how you go about your mobilisation.

Your goal is not a once-and-for-all latrine, school, clinic or water supply. It is sustainable development.

er person's feelings or difficulties. The facilitator should have the confidence that he/she has the capability of conducting an effective and successful training. The facilitator has to develop a sense of humour in him/her which is important for conducting a successful training. A skilled facilitator is sensitive to the participants' needs besides achieving the objectives of the courses.

The trainer's role in the training is very important. He/she is not only busy during the training course. Trainers need to perform various activities before, during and after the training to make the training effective and efficient.

12.

FOLLOW-UP

Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience. Identify activities and make a plan which you can individually or jointly implement.

13.

CONTENTS OF NEXT MODULE

In the next module "Monitoring, Evaluation, Documentation, Dissemination and Follow-up" we will focus following major topics:

- What is monitoring and evaluation?
- What are the objectives of monitoring and evaluation?
- What are the areas of monitoring and evaluation?
- What are the indicators of monitoring and evaluation?
- What are the tools and techniques of monitoring and evaluation?
- How to design monitoring and evaluation plan?
- What is documentation and its process?
- What is dissemination and its process?