



UNESCO International  
Research and  
Training Centre for Rural  
Education (INRULED)

# Trainer's Guide

## Module II

### Poverty, Rural Hunger and Migration





# INTRODUCTION

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## A. Aim of the Trainers Guide

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This trainer's guide is developed for the trainers of the Local Government Representatives (LGRs) to train LGRs develop their skills and capacities in rural transformation. This guide will equip and help the trainers of LGRs in implementing training courses. It is expected that the knowledge and capacity of the course participants would be enhanced substantially if the training is conducted systematically as per instruction of this guide.

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## B. Characteristics of the Training Guide

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This guide is a self-contained trainer's guide. Those who would use this guide for conducting training should read thoroughly the entire guide along with the "Resource Book" for detailed information and concepts before conducting the training course. This guide describes process of facilitation of each session. The guide contains distinct objectives set for each session. Each session has a number of sub-topics. A tentative timeframe and methodology has been suggested for each sub-content as a guide for the trainers.

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## C. Use of "Resource Book"

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A "Resource Book" is developed for both the Trainers and the Trainees. The resource book, comprises explanations and elaborations of all concepts and topics of the training course. Copy of the resource book should be distributed to all participants/trainees. The resource book is designed for the participants/trainees to be used during the training sessions as per instruction of the trainers. After the completion of the training course all trainees should keep the copy of the resource book for further reading and ready referring.

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## **D. Time Schedule**

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Five days will be required to complete this module. In each day the sessions will continue for eight hours including 2 hours for lunch and tea break. The facilitators would make the time schedule taking into account the local logistic facilities and characteristics of the participants. The training should be residential and in accordance to the specific needs of the participants. Trainers will arrange special sessions in the evening. The timeframe and the management of training sessions should be flexible. Though the time for each session is set out but there may be exceptions. The participants may find extra time beyond the prescribed limit of eight hours to do additional work. For overcoming monotony, short breaks are very effective. Likewise, for energising the participants can be engaged in games, songs, jokes, role-play etc. during these breaks.

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## **E. Qualifications of Trainers/Facilitators**

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At least two highly experienced and skilled trainers should be selected for facilitating the training course. They should have wide knowledge on local government issues and practical experience on using participatory training methods. In addition, people who have expertise in different topics of the module can also be invited as resource persons/subject matter specialists to support the training programme.

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## **F. Number of Participants**

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There should be more than 25 participants in each course and a balance between men and women in the training activities should be maintained both in terms of facilitators and participants.

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## **G. Preparation of the Trainers/Facilitators**

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### **■ Preparation for the Presentation**

Trainers should understand the topic precisely before they start conducting the training session. They should read the resource book and each session guide to conceptualise the topic and prepare themselves sufficiently to conduct the training course efficiently and effectively. This will help them to gain necessary confidence and equip them to conduct the sessions.

## ■ Preparation of Training Materials

Considering the local context, trainers/facilitators need to prepare essential training materials such as hand-out, case story, flip chart, poster, PowerPoint etc. Training materials should be prepared well in advance the training course. PowerPoint (PPT) slides should be prepared based on the resource book and instructions of the trainer's guide. In addition, the trainers should consider local context and local information to contextualise the information. While preparing PowerPoint presentations they should follow 10-20-30 rules for PPT slides. It means they should prepare 10 slides for 20 minutes presentation with a minimum font size of 30. Appropriate photos, charts, illustrations make PPT slides attractive. They should have a backup plan in case of power failure or logistic and/or mechanical problems. Printed materials or hand-outs for the trainees should be reproduced ahead of time.

## ■ Preparation for the Field Visit

Field visit is an important activity of training. We have to plan field visit well in advance and collaborate with the local host to make our field visits meaningful and beneficial. We have to arrange all needed logistics before field visits. A detailed briefing is needed before the field visits to give a clear idea about the objectives, activities and outcomes of the field visit. Participants of the training should make adequate preparation before the field visit to meet the objectives of the training.

## ■ Selection of Training Venue

For organising the training we need to select a suitable training centre. In the training centre the training hall/room should be large and comfortable enough for organising participatory learning activities. If possible, accommodation facilities should be available in the training centre both for the trainees and the resource persons.

## ■ Eye Contact and Body Language

There are some participants who keep themselves busy in gossips or discussing among themselves. The trainer/facilitator should keep eye on them. Trainers should not stand still in the training session and speak just to board or slides. They should speak to the audience making eye contact

with all the participants. This is the key to ensure participation of all the trainees in the session. In addition to eye contact, body language is also very important in the session. Meaningful gestures with hand, face and body movements make presentations more attractive and effective.

### ■ Voice Pitch and Pace

We should be careful while speaking to the trainees. The speed of speech should neither be too slow or nor too fast. Trainers should speak at a speed of 150 words per minutes as the general standard. Voice modulation is also important to attract attention of the trainees. They should raise and lower their voice pitch according to needs. Sometimes we should give a pause of 3-5 seconds to get back the attention of the trainees.

### ■ Knowing about the Trainees

Before we start preparing training materials we should have information about our trainees' qualifications and prior experiences. This will help trainers to design training materials according to the level of participants' understanding and their expectations and needs.

### ■ Collection of All Required Materials and Logistics

All training materials and logistics required for conducting the training should be collected and tested before starting the training course.

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## H. Creating an Enabling Training Environment

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Encourage the participants to share experience with each other. Always provide positive and constructive feedback to the participants. Never rebuke them on their inability to do or to understand each and everything. Give the participants freedom to do the work in their own way and encourage them to give their opinion. Encourage those participants who take time to adjust in a new environment.

Keep eye on the individual and group needs. Support those participants who are lagging behind or not participating adequately; place them in various groups when

the participants are divided in groups. Ask open-ended questions to the participants so that they get ample opportunity to think and answer a given question.

While introducing a new topic try to link this with the previous topic and give concrete examples from practical life. This will make the training attractive. Give clear instructions for each single activity. At the end of each session, summarise the points discussed during the training session. Re-emphasise the key learning points before closing the session. Use the visuals again, if necessary.

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## **I. Ensuring Participation of the Trainees**

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There are some people who by nature are calm and docile. They feel shy to speak before others or just keep listening what others say. If they are not ready to response, encourage them to express their views. At certain point they would feel encouraged to participate.

Some participants respond faster than others. If the same participants keep responding repeatedly other might feel neglected or unable to respond. The facilitator should ensure participation of all trainees.

Icebreaking and energisers are very useful in training. To encourage participation, trainers need to organise activities to make the trainees feel relaxed and at ease with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch and long continuous sessions. In such cases, the trainer should organise energisers (activities that involve movement) to keep them awake and at the same time relaxed.

In the training sessions where the trainees are required to work in groups, the trainer may consider organising team building activities. Activities such as games, songs, skits etc.) will make them feel comfortable with each other so that they can work together as a team.

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## **J. Assessment of Training**

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At the end of each session, trainers/facilitators should ask questions to assess participants understanding of each sub-content discussed in the session. If need arises, the main points should be discussed again in brief. Review previous day's

learning experiences before the start of current day's session and identify gaps and initiate discussion to minimise the gaps.

*All the session guides in this trainers guide are indicative. The trainers/facilitators should apply their creativity and imagination and take appropriate steps based on the needs and demands of the participants.*

## Major Objectives of the Module

**After the completion of this module the participants would be able to:**

- Describe the background and objectives of the training course;
- Define hunger, its magnitude and impact;
- Explain causes and consequences of hunger;
- Define nutrition and malnutrition;
- Explain causes and consequences of malnutrition;
- Describe food security and extent of food insecurity;
- Classify community people on the basis of food security;
- Identify locally appropriate food security interventions;
- Identify causes and areas of food losses and wastes in the community;
- Identify community-based interventions for managing food losses and wastes;
- Define food safety and food hazard;
- Explain causes and prevention of food contamination;
- Identify types and patterns of labour mobility;
- Identify the impact of migration;
- Formulate an action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

## Content of the Module

- Hunger and malnutrition;
- Nutrition and malnutrition;
- Causes and consequences of malnutrition;

- Food security and extent of food insecurity;
- Causes of food losses and wastes;
- Food safety and food hazard;
- Causes of food contamination and prevention;
- Types and patterns of mobility and the impact of migration;
- Action plan; and
- Course evaluation.

## Training Schedule

### Module II: Poverty, Rural Hunger and Migration

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Nutrition and Healthy Food	Cont'd	Food Safety	Cont'd
10:30 – 11:00 Tea Break					
11:00 – 12:30	Cont'd	Cont'd	Cont'd		
	Understanding Rural Hunger	Household and Community Food Security	Managing Food Losses and Wastes	Cont'd	Cont'd
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd	Cont'd	Cont'd	Cont'd	Follow-Up Action Plan
15:00 – 15:30 Tea Break					
15:30 – 17:00	Cont'd	Addressing Food Insecurity	Cont'd	Migration and its Consequences	Course Evaluation and Closing

# Session Guide



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## Session 1

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**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 principles and norms of running the course.

**Total Time:** 2 hours.

**Materials:** Registration Form, Workshop Logistics, Opening Programme Schedule, Resource Book, Poster Paper, Marker, Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Complete the registration of participants using the prescribed form and distribute training logistics and Resource Book. Explain the use of Resource Book during and after the training course.</li> </ul>	Registration	10 minutes
<ul style="list-style-type: none"> <li>• Inaugurate the course as per opening programme schedule. Invite guests in the opening session.</li> </ul>	Discussion	20 minutes
<ul style="list-style-type: none"> <li>• Ask participants to give their individual identity with brief description of present duties and responsibilities.</li> </ul>	Question and answer, Discussion	20 minutes
<ul style="list-style-type: none"> <li>• Elect Chairpersons for each day of the training. Fix up who will perform the duty of the Chairperson on which date and write it on a poster paper and hang it on the wall (Duties of Chairpersons will be to preside in all sessions of the day and to summarise the learning of all sessions at the end of each session. The Chairperson will play the role of a participant at the time of group work and in other discussion sessions).</li> <li>• Explain and make the concerned persons understand the above duties and responsibilities of the Chairperson.</li> <li>• Ask the selected Chairperson of the day to start acting as today's Chairperson.</li> </ul>	Discussion	05 minutes
<ul style="list-style-type: none"> <li>• Give each of the participants 3 cards and 1 marker. Ask all the participants to write at least one expectation on each card. Assist the participants in identifying their individual expectations. Ask them to hand over the cards when they finish writing.</li> <li>• Arrange the collected cards in clusters. Take help of the participants if required.</li> <li>• Identify expectations that which are not consistent with this course.</li> <li>• Read out their expectations one by one and match their expectations with training objectives and activities.</li> </ul>	Individual work, Discussion	20 minutes
<ul style="list-style-type: none"> <li>• In line with participants' expectations explain the training objectives, contents and training schedule.</li> </ul>	Question and answer	10 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Summarise the session.</li> <li>Use a game or energiser for creating open and friendly environment.</li> <li>Close the session by thanking the participants for their active participation and contribution in the session.</li> </ul>	Discussion and Game	20 minutes

## Session 2

**Name of the Session:** Understanding Rural Hunger.

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

- Define what is hunger, its magnitude and impacts;
- Explain relations between hunger and malnutrition; and
- Explain causes and consequences of hunger.

**Total Time:** 4 hours.

**Materials:** Whiteboard, Poster Paper, Marker Pen, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>At the beginning of the session assess the participants' general understanding regarding hunger and its consequences in the local, national and global contexts. Write their responses on the board.</li> <li>Synthesise their responses.</li> </ul>	Question and answer	15 minutes
<ul style="list-style-type: none"> <li>Taking help from the Resource Book, explain the number of hungry people in different regions and indicator-wise ranking of different countries.</li> </ul>	Discussion	30 minutes
<ul style="list-style-type: none"> <li>Divide the participants into 3-4 groups and ask them to identify factors and principle causes of hunger in their community taking help from the Resource Book and from their own observations.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>After the group work, ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Synthesise their findings.</li> </ul>	Presentation, Discussion	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Divide the participants into 3-4 groups and ask them to identify consequences of hunger in their community taking help from the Resource Book and from their own observations.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>After the group work, ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Synthesise group reports taking help from the Resource Book.</li> <li>Close the session by thanking to the participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	45 minutes

## Session 3

**Name of the Session:** Nutrition and Healthy Food.

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

- Explain causes and consequences of malnutrition; and
- Explain groups of food and the importance of balanced food.

**Total Time:** 1 hour 30 minute.

**Materials:** Whiteboard, PosterPaper, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Ask participants to define nutrition and malnutrition and identify causes and consequences of malnutrition in their community.</li> <li>Taking information from the Resource Book, explain malnutrition, under-nutrition, over-nutrition and their effects.</li> </ul>	Question answer, Discussion	45minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>• Ask participants what are the major food groups and the role of each food group. Write their responses on the board.</li> <li>• Take information from the Resource Book and consider locally available foods. Explain Figure 2.1 and Table 2.3 to clarify three types of food and their roles. Explain the importance of balanced food.</li> <li>• Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Question and answer, Discussion	45 minutes

## Session 4

**Name of the Session:** Household and Community Food Security.

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

- Describe food security and extent of food insecurity;
- Identify causes and consequences of food insecurity; and
- Classify community people on the basis of food insecurity.

**Total Time:** 3 hours.

**Materials:** Whiteboard, Poster Paper, MarkerPen, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• At the beginning of the session ask participants about the meaning of food security. Write their answers on the board.</li> </ul>	Individual reading, Question and answer	30 minutes
<ul style="list-style-type: none"> <li>• Explain food security, food insecurity and three facets of food security taking information from the Resource Book.</li> <li>• Ask participants the following questions one by one: <ul style="list-style-type: none"> <li>▶ <i>What is food security? What is the extent of food insecurity in their areas?</i></li> <li>▶ <i>Which groups are at risk? Where? When? Why?</i></li> <li>▶ <i>What types of risks do these groups face?</i></li> <li>▶ <i>What is the present condition of household and community food security in their area?</i></li> </ul> </li> <li>• Write their answers on the board.</li> <li>• Summarise the session.</li> </ul>	Question and answer, Discussion	60 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>• Divide the participants into 3-4 groups. Ask participants to answer the following questions. Ask them to consult the Resource Book.</li> <li>• Classify the number and types of people in your community according to the criteria (low, very low food security, chronic food insecurity, transitory food insecurity and temporary insecurity).</li> <li>• Identify causes and consequences of food insecurity in your area according to the type of people.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>• After the group work, ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>• Synthesise their findings with your inputs and summarise the session.</li> <li>• Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Presentation	30 minutes

## Session 5

**Name of the Session:** Addressing Household and Community Food Insecurity.

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

- Differentiate food security and community food security; and
- Suggest locally appropriate food security interventions.

**Total Time:** 3 hours.

**Materials:** Whiteboard, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Ask the participants to express their views about the concept and need for household and community food security.</li> <li>• Explain the difference between household food security and community food security.</li> <li>• Explain the needs for interventions for food security. Explain six basic assessment components of community food assessment.</li> </ul>	Question and answer, Discussion	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Divide the participants into 3-4 groups. Ask each group to read “Assessing and Addressing Household and Community Food Insecurity” section of Module II of the Resource Book and examine particularly the programmes that are delivering sufficient and nutritious food to the target groups.</li> <li>Ask them to suggest several locally appropriate food security interventions and associated measures taking into account their local context and need.</li> </ul>	Group Discussion	90 minutes
<ul style="list-style-type: none"> <li>After the group work, ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Synthesise work of each group with your inputs.</li> <li>Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	60 minutes

## Session 6

**Name of the Session:** Managing Food Losses and Wastes.

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

- Identify causes of food losses and wastes in the community; and
- Describe community-based interventions for managing food losses and wastes.

**Total Time:** 4 hours 30 minutes.

**Materials:** Whiteboard, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Ask participants to express their opinions on what do they mean by food losses and food wastes. Write their answers on the board.</li> <li>Explain food losses, wastes, and overeating using Figure 2.2 and explain their causes using Figure 2.3 from the Resource Book.</li> </ul>	Question and answer, Discussion	45 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Initiate a discussion on the following two issues: <ul style="list-style-type: none"> <li>► <i>Reasons and areas of food losses and wastes in their respective communities; and</i></li> <li>► <i>How to prevent food losses and wastes?</i></li> </ul> </li> <li>Write their answers on the board. Summarise their responses.</li> </ul>	Question and answer	45 minutes
<ul style="list-style-type: none"> <li>Divide the participants into 3-4 groups. Select different cases of community-based interventions as described in the Section “Managing Food Losses and Wastes – Community-Based Interventions” from the Resource Book among different groups.</li> <li>Ask them to read selected cases of community-based interventions and identify elements that can be adapted in their own context.</li> </ul>	Group work	90 minutes
<ul style="list-style-type: none"> <li>After the group work ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Synthesise the work of each group with your inputs and make a list of interventions.</li> <li>Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	90 minutes

## Session 7

**Name of the Session:** Food Safety.

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

- Define food safety and food hazard;
- Identify the role of employer, employee, and customer in preventing food contamination;
- Explain five keys to safer food;
- Explain causes of food contamination; and
- Prepare a household checklist to be utilised in maintaining household food safety.

**Total Time:** 4 hours 30 minutes.

**Materials:** Whiteboard, Marker, Resource Book, Whiteboard, Laptop, Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Ask participants to define food safety, food hazard and food poisoning, food borne illness and food contamination and their incidence in their areas.</li> <li>Write their answers on the board and summarise their answers taking information from the Resource Book.</li> </ul>	Question and answer	30 minutes
<ul style="list-style-type: none"> <li>Divide the participants into 3-4 groups. Ask participants to read 3 cases (Boxes 2.12, 2.13 and 2.14) from the Section “Why food safety is important?” of the Resource Book. Ask them to identify similar cases of contaminations in their community, if they know any, and identify the role of concerned people in preventing food contamination.</li> </ul>	Group discussion	90 minutes
<ul style="list-style-type: none"> <li>After the group work ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Explain five keys to safer food as indicated in the Resource Book.</li> </ul>	Presentation, Discussion	60 minutes
<ul style="list-style-type: none"> <li>Divide participants into 3-4 groups. Ask them to read Tables 2.6 and 2.7 of the Resource Book and prepare a household checklist to be utilised in maintaining household food safety.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>After the group work ask each group leader to present their findings in the plenary.</li> <li>Summarise the session and prepare a combined checklist.</li> <li>Close the session by thanking participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	30 minutes

## Session 8

**Name of the Session:** Migration and Its Consequences.

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

- Identify the type and pattern of labour mobility;
- Identify causes of push and pull factors; and
- Identify causes and the impact of migration.

**Total Time:** 4 hours 30 minutes.

**Materials:** Whiteboard, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Ask participants what is migration and the extent of labor migration in their areas. Write their answers on the board.</li> <li>• Taking examples from the Resource Book, describe the extent of labor migration as a global phenomenon.</li> <li>• Explain: <ul style="list-style-type: none"> <li>▶ <i>Four types of labour mobility;</i></li> <li>▶ <i>Pattern of rural-urban migration; and</i></li> <li>▶ <i>Push and pull factors of migration.</i></li> </ul> </li> </ul>	Question and answer, Discussion	90 minutes
<ul style="list-style-type: none"> <li>• Divide the participants into 3 groups. Ask them to read the Resource Book and identify causes of migration and the impact of migration in their respective areas considering the local and national contexts.</li> </ul>	Group work	90 minutes
<ul style="list-style-type: none"> <li>• Ask all group members to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>• Summarise the causes and the impact of migration in the area and close the session by thanking the participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	90 minutes

## Session 9

**Name of the Session:** Follow-up Action Plan

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

- Identify learning points from different sessions of the module; and
- Formulate an action plan for implementation.

**Total Time:** 1 hour 30 minutes

**Material:** Poster Paper, Marker Laptop, LCD Projector, Plan Matrix 9.1.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Divide the participants into 3-4 groups and ask them to describe successes and failures during the implementation of their action plans prepared in the last training course.</li> <li>Initiate a discussion on how they could avoid failures and achieve more successes. Get suggestions from the participants and write those on the board.</li> </ul>	Discussion	15 minutes
<ul style="list-style-type: none"> <li>Divide the participants according to the convenience for preparing and implementing action plans.</li> <li>Ask all groups to identify action areas from the present course and prepare a Follow-up Actions Plan following the Plan Matrix 9.1 from the Resource Book.</li> </ul>	Group work	45 minutes
<ul style="list-style-type: none"> <li>Ask each group to present their Follow-Up Plan in the plenary. Encourage other groups to give their comments.</li> <li>Summarise the session by thanking all participants for their hard work and active participation in the training course. Request all participants to discuss this plan with other local government representatives in their respective local government office and make a final action plan. Request all LG representatives to take actions as per their plan.</li> </ul>	Presentation, Discussion	30 minutes

SL NO.	Name of action	Implementation strategy	Implementing partners	Time of implementation	Responsible person
1					
2					
3					
4					
5					
6					
7					

## Session 10

**Name of the Session:** Course Evaluation and Closing

- Objectives:** At the end of the session the participants will be able to:
- Provide ratings and comments on different sessions of the module.

**Total Time:** 1 hour 30 minutes

**Materials:** Evaluation Form, Certificate of Participation

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Distribute the Evaluation Form to each participant. Ask them to fill it up individually.</li> <li>• Collect all evaluation forms to be examined later and take appropriate steps as per their comments.</li> </ul>	Individual work	20 Minutes
<ul style="list-style-type: none"> <li>• Organise a concluding session having some local guests. Ask 1-2 participant(s) to give their remarks on the activities and outcome of the course. Invite comments and speeches from the guests and conclude the session.</li> <li>• Distribute the Certificate of Participation at the end of the session.</li> </ul>	Discussion, Distribution of Certificate	70 Minutes

## 1. To what extent did this course fulfil your expectations?

Fully                      Partially                      Not at all

## 2. Give your opinion about the course content (check the appropriate column).

No	Content	Understanding		
		Fully	Partially	Not at all

### 3. Check the appropriate box.

Service	Excellent	Good	Poor	Very Poor
Classroom arrangement				
Quality of food				
Recreational arrangement				

### 4. Mention the good and poor things about this course (three of each type).

Good things	Poor things
1	1
2	2
3	3

### 5. Of the total contents of the course, which part did you:

a) Like the most

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b) Not like at all

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### 6. How would you use the experience from this training?

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**7. Give your overall opinion about the course (check the appropriate box).**

Excellent	Good	Poor	Very Poor

**8. Write if you have any other comments.**