

Trainer's Guide

Module III

Developing Gainful Opportunities and Growing a Green Future



INTRODUCTION

A. Aim of the Trainers Guide

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.

B. Characteristics of the Training Guide

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.

C. Use of "Resource Book"

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.

D. Time Schedule

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.

E. Qualifications of Trainers/Facilitators

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.

F. Number of Participants

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.

G. Preparation of the Trainers/Facilitators

■ 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.

H. Creating an Enabling Training Environment

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.

I. Ensuring Participation of the Trainees

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.

J. Assessment of Training

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;
- Identify income-generation activities;
- Explain the role of private sector in creating jobs and employment;
- Explain the nature and types of wage employment and self-employment;
- Identify self-employment and wage employment opportunities and providers;
- Explain stages in the process of planning and implementation of income-generation activities;
- Identify farm and non-farm activities for women;
- Prepare tools and conduct market survey;
- Prepare the business plan;
- Describe the process of record keeping;
- Describe the process of preparing financial reports;
- Identify different types of stakeholders and their roles in business development;
- Explain life skills and their importance;
- Explain the concepts of green future, green job and green economy;
- Explain the concepts of global warming and climate change;
- Identify community level actions for a green future;
- Formulate the action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

Content of the Module

- Income-generation activities;
- Role of private sectors;
- Wage employment and self-employment;
- Stages in the process of planning and implementation of income-generation activities;
- Farm and non-farm activities for women;
- Market survey;
- Business plan;
- Record keeping;
- Roles of stakeholders in business promotion;
- Importance of learning life skills;
- Green future;
- Action plan; and
- Course evaluation.

Training Schedule

Module III: Developing Gainful Opportunities and Growing a Green Future

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Market Survey	Development of Business Plan	Record Keeping	Green Future
10:30 – 11:00 Tea Break					
11:00 – 12:30	Cont'd	Cont'd	Cont'd	Cont'd	Cont'd
	Income-Generation Activities				
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd	Cont'd	Cont'd	Mobilising Partners and Stakeholders	Follow-Up Action Plan
	Self-Employment and Wage Employment				
15:00 – 15:30 Tea Break					
15:30 – 17:00	Cont'd	Cont'd	Cont'd	Learning Life Skills	Course Evaluation and Closing

Session Guide



Session 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 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"> • Welcome all participants in the session. • Complete registration of the participants using 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
<ul style="list-style-type: none"> • Inaugurate the course as per opening programme schedule. Invite guests in the opening session. 	Discussion	25 minutes
<ul style="list-style-type: none"> • Ask the participants to give their individual identity with brief description of present duties and responsibilities. 	Question and answer, Discussion	20 minutes
<ul style="list-style-type: none"> • 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). • Explain and make the concerned persons understand the above duties and responsibilities of the Chairperson. • Ask the selected Chairperson of the day to start acting as today's Chairperson. 	Discussion	5 minutes
<ul style="list-style-type: none"> • 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. • Arrange the collected cards in clusters. Take help of the participants if required. • Identify expectations which are not consistent with this course. • Read out their expectations one by one and match their expectations with training objectives and activities. 	Individual work, Discussion	20 minutes
<ul style="list-style-type: none"> • In line with the participants' expectations explain the training objectives, contents and training schedule. 	Discussion	10 minutes

Process	Method	Time
<ul style="list-style-type: none"> Formulate training principles on the basis of general consensus among the participants and write those on poster paper and hang on a wall. 	Question and answer	10 minutes
<ul style="list-style-type: none"> Summarise the session. Use a game or energiser for creating open and friendly environment. Close the session by thanking the participants for their active participation and contribution in the session. 	Discussion, Game	20 minutes

Session 2

Name of the Session: Income-generation Activities.

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

- Identify the employment scenario of the community;
- Explain the role of education and skills for enhancing rural employability;
- Explain requirements and considerations of income-generating activities; and
- Explain the role of private sector in creating jobs and employment.

Total Time: 1 hour 45 minutes.

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

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Ask the participants to describe the present employment scenario in their respective community. Write down their answers on the board. 	Question and answer	10 minutes
<ul style="list-style-type: none"> Referring to the Resource Book describe the needs and scope of enhancing rural youth employability through better education and skills using examples from Boxes 3.1 and 3.3. Now ask the participants to describe what is an income-generation activity? Write down their answers on the board. 	Discussion, Question and answer	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> Referring to the Resource Book and considering the local context describe: <ul style="list-style-type: none"> ▶ <i>Three types of income-generation activity,;</i> ▶ <i>Requirments of an income-generation activity,</i> ▶ <i>Characteristics of the target group who can initiate income-genrition activities,</i> ▶ <i>Considerations for selecting an income-generation activity.</i> 	Discussion	30 minutes
<ul style="list-style-type: none"> Ask participants to ideitify income-generation activities that can be initiated in their communities by rural youth and women. Write down their answers on the board. Synthesise their answers and make a list of income-generating activities suitable for the local community by referring to the Resource Book. 	Question and answer, Discussion	20 minutes
<ul style="list-style-type: none"> Referring to the Resource Book and considering the local context, explain how local private sector can help in creating jobs and employment for rural youth and adults. Close the session by thanking the participants for their active participation and contribution. 	Discussion	15 minutes

Session 3

Name of the Session: Self-employment and Wage Employment.

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

- Identify income-generation scenario of the community;
- Explain the nature and types of wage employment and self-employment;
- Identify wage employment providers in the area;
- Compare wage employment and self-employment;
- Identify self-employment opportunities;
- Identify resources that are required to set up self-employment businesses; and
- Explain steps of planning and implementation of income-generating activities.

Total Time: 2 hours 15 minutes.

Materials: Whiteboard, Marker, Laptop, Resource Book, LCD Projector, Activities A and B.

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Ask the participants to describe what are wage employment and self-employment. Write down their answers on the board. Referring to the Resource Book explain the nature and types of wage employment and self-employment. Explain the difference between wage employment and self-employment. 	Question and answer, Discussion	30 minutes
<ul style="list-style-type: none"> Divide participants into two groups (self-employment group and wage employment group) and ask both the groups to find answers to Activity A or B. Ask participants to use Resource Book as reference. 	Group discussion	60 minutes
<ul style="list-style-type: none"> Ask two group leaders to present their group work in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Close the session by thanking the participants for their active participation and contribution. 	Presentation, Discussion	45 minutes

■ Activity: A

Self-Employment Group

Questions

1. What is self-employment?
2. What are the advantages of self-employment?
3. What are the disadvantages of self-employment?
4. Who can become self-employed?
5. What are the essential skills for self-employment?
6. What are the essential resources required to set up a profitable self-employed business enterprise?
7. What are the enterprises for self-employment in general and particularly in this area?

■ Activity: B

Wage Employment Group

Questions

- 1. What is wage employment?
- 2. What are the advantages of wage employment?
- 3. What are the disadvantages of wage employment?
- 4. What are the different types of wage employment?
- 5. Who are wage employment providers in general?
- 6. Who are wage employment providers in this area?
- 7. What are the essential skills for wage employment?

Session 4

Name of the Session: Market Survey

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

- Explain the need for market survey;
- Prepare a plan for market survey;
- Develop the method and tools to collect information;and
- Conduct a market survey.

Total Time: 6 hours.

Materials: Whiteboard, Marker, Laptop,Resource Book, LCD Projector, Activity 4.1, Logistics for field visit.

Process	Method	Time
<ul style="list-style-type: none">• Welcome all participants in the session.• Inform the participants that to set up and run an en-treprise we need to have knowledge on the existing market, competition, consumer needs and the quality of the product. Tell the participants that before seting up a business we need to conduct a market survey to mini-mise the risk and increase the probability of success.• Ask the participants what is market survey and why should we conduct a market survey? Write their an-swers on the board and explain the importance of the market survey.• Explain objectives, steps, processes and methods of the market survey.	Discussion, Question and answer	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> Divide the participants into 3 groups. Distribute Activity 4.1 to all participants. Ask each group to make a plan based on Activity 4.1 and prepare tools for the market survey. During the market survey, ask each group to explore potential products/services which have local demand. 	Group work	60 minutes
<ul style="list-style-type: none"> Ask each group leader to present their plan and tools in the plenary. Invite comments from other groups and give your comments after the presentation of each group. <ul style="list-style-type: none"> ► <i>Ensure all logistics for market survey in the field. Arrange separate arrangement for field visit for each group. Provide at least 3 hours for the market survey in the field including the to-and-fro journey. Involve local guides to support in the market survey. Ensure the assistance to all groups while conducting the market survey in the field.</i> 	Presentation	30 minutes
<ul style="list-style-type: none"> Organise the market survey in the field. 	Field visit	3 Hours
<ul style="list-style-type: none"> After the market survey, ask each group to prepare reports on the market survey indicating the prospective scope of the business in the area. 	Group discussion	30 minutes
<ul style="list-style-type: none"> Ask each group to present their reports in the plenary. Ask other group to make comments. Close the session by thanking the participants for their active participation and contribution. 	Presentation, Discussion	30 minutes

■ Activity: 4.1

Market Survey

What to know	How to know	From whom
1. Present demand for goods and services and the nature of demand.		
2. Which quality goods and services attract most customers (best, average, low)?		
3. Whether the supply of goods and services is adequate?		
4. What are the new demands for goods and services?		
5. What the customers like most (e.g. accurate measurement, quality, fair price, etc.)?		

What to know	How to know	From whom
6. General relations of customers with producers/ service providers.		
7. Possible number of competitors.		
8. Sales value of the goods/services.		
9. Who are the customers?		
10. What are the current problems faced by producers/service providers ?		
11. What favourable situations are prevailing for starting a new enterprise?		
12. Where the goods are purchased?		
13. Whether the number of producers/service providers are gradually increasing?		
14. What are the constraints for running a business in this area?		

Session 5

Name of the Session: Development of a Business Plan.

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

- Explain the objectives of developing a business plan;
- Explain the main functions of organising business;
- Explain the process of mobilising and managing capital and resources;
- Explain the process of building leadership and controlling the business;
- Describe four different structures of business;
- Explain the steps of developing a business plan;
- Identify the contents of a business plan; and
- Prepare a business plan.

Total Time: 6 hours.

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

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Ask the participants what is a business plan and why we should prepare a business plan. Synthesise their answers and explain what is a business plan and its importance. 	Question and answer	10 minutes
<ul style="list-style-type: none"> Now clearly explain the following aspects of business planning referring to the Resource Book: <ul style="list-style-type: none"> ▶ <i>Main functions of organising business;</i> ▶ <i>How to mobilise capital and resources;</i> ▶ <i>How to manage finance;</i> ▶ <i>How to build leadership and control the business;</i> 	Discussion	50 minutes
<ul style="list-style-type: none"> Divide the participants into two groups. Ask Group 1 to study steps 1 to 5 and Group 2 from step 6 to 10 of developing a business plan from the Resource Book. Ask them to prepare a poster on steps. 	Group work	60 minutes
<ul style="list-style-type: none"> Ask each group leader to present his/her steps in the plenary. Organise a general discussion on steps of developing a business plan. 	Presentation, Discussion	60 minutes
<ul style="list-style-type: none"> Referring to the Resource Book, explain the stages of preparing a business plan from the Figure 3.1 and content of a business plan from table 3.4. 	Discussion	30 minutes
<ul style="list-style-type: none"> Divide the participants into 3-4 groups and ask them to prepare one business plan in each group based on the information acquired from the field visit. Invite 2-3 local entrepreneurs to give ideas and provide support to each group while they prepare the business plan. 	Group work	90 minutes
<ul style="list-style-type: none"> Ask each group to present their business plan in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Close the session by thanking the participants for their active participation and contribution. 	Presentation	60 minutes

Session 6

Name of the Session: Record Keeping.

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

- Explain the procedures of record keeping;
- Explain the methods of profit and loss;
- Describe the process of preparing financial reports; and
- Explain the process of preparing a balance sheet.

Total Time: 3 hours.

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

Process	Method	Time
<ul style="list-style-type: none"> • Welcome all participants in the session. • Inform participants that today they will join some successful entrepreneurs to gain practical knowledge and experiences on record keeping. • Introduce three invited entrepreneurs/resource persons who are capable of practically explaining and demonstrating different aspects of enterprise management and record keeping as described in the Resource Book (Section 4). 	Discussion	10 minutes
<ul style="list-style-type: none"> • Divide the participants into 3 groups and ask them to read Section 4 of the Resource Book. Ask the resource persons to explain the process of record keeping based on their practical knowledge. <ul style="list-style-type: none"> ▶ <i>Entrepreneurs/resource persons will explain all details of record keeping based on their experiences with practical examples and with reference to the information of the Resource Book.</i> 	Discussion and demonstration	2 hours
<ul style="list-style-type: none"> • After the group discussion, ask the participants and resource persons to sit in a circle. Now initiate an open question and answer session. Participants will ask questions to fellow participants or resource persons to get detailed clarifications on every issue of record keeping. • Summarise the session and thank the guest entrepreneurs/resource persons and participants. <ul style="list-style-type: none"> ▶ <i>Several days before the session select 3 entrepreneurs/resource persons. Inform them their role in the session. Distribute the Resource Book and request them to prepare all documents for the session.</i> 	Question and answer, Discussion	50 minutes

Session 7

Name of the Session: Mobilising Partners and Stakeholders.

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

- Identify different types of stakeholders and their roles in business development.

Total Time: 1 hour 50 minutes.

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

Process	Method	Time
<ul style="list-style-type: none">• Welcome all participants in the session.• Ask the participants what is marketing. Write their responses on the board.• Referring to the Resource Book, explain the meaning of marketing in the context of small scale producers.• Explain marketing variables and aspects of variables from the Resource Book (Table 3.13).	Question and answer, Discussion	10 minutes
<ul style="list-style-type: none">• Now explain marketing opportunities for small rural entrepreneurs to start profitable enterprises referring to the Resource Book.	Discussion	10 minutes
<ul style="list-style-type: none">• Divide the participants into 3-4 groups. Ask each group to read the Resource Book to know expected role and responsibilities of different stakeholders as mentioned in the Resource Book (Section 5.3). Ask each group to:<ul style="list-style-type: none">▶ <i>Identify how these stakeholders can support job creation, skills development and employment.</i>▶ <i>Identify what action/strategy we can take to mobilise different stakeholders of our area/province.</i>	Group work	60 minutes
<ul style="list-style-type: none">• 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.• Summarise the findings of groups. Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 8

Name of the Session: Learning Life Skills.

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

- Explain what are life skills;
- Describe the importance of learning life skills; and
- Describe different types of life skills and their importance in business.

Total Time: 1 hour 30 minutes.

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

Process	Method	Time
<ul style="list-style-type: none">• Welcome all participants in the session.• Assess participants' understanding of life skills through question and answer. Mention ten types of life skills taking examples from the Resource Book.	Question and answer, Discussion	5 minutes
<ul style="list-style-type: none">• Divide the participants into 3-4 groups and ask them to read the section entitled "Building and Strengthening Life Skills" of the Resource Book.• Ask them to prepare poster on each life skill and indicate how these skills are beneficial for entrepreneurs. Ask them to identify how they can develop these skills.	Group work	55 minutes
<ul style="list-style-type: none">• Ask each group to present its group work in the plenary.• Invite comments from other groups. Give your inputs after each presentation and summarise the session.• Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 9

Name of the Session: Green Future.

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

- Explain green future, green job and green economy;
- Explain global warming and climate change; and
- Identify community level actions for a green future.

Total Time: 3 hours.

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

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Ask the participants to express their understanding of green future, green job and green economy. Explain the concepts referring to the Resource Book. Taking examples from the Resource Book explain green activities and the sectors that offer jobs. 	Question and answer	30 Minutes
<ul style="list-style-type: none"> Divide the participants into 3-4 groups. Ask them to read the Resource Book and identify: <ul style="list-style-type: none"> ▶ <i>Causes and consequences of global warming and climate change at the national level and at the local level.</i> ▶ <i>What skills and community level actions do we need to protect our environment?</i> 	Group work	90 Minutes
<ul style="list-style-type: none"> Ask group leaders of each group to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Summarize the findings of groups. Close the session by thanking the participants for their active participation and contribution. 	Presentation, Discussion	60 Minutes

Session 10

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.

Materials: Poster Paper, Marker Laptop, Plan Matrix 10.1.

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. 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. Initiate a discussion on how they could avoid failures and achieve more successes. Get suggestions from the participants and write those on the board. 	Discussion	15 minutes

Process	Method	Time
<ul style="list-style-type: none"> Divide the participants according to convenience of preparing and implementing action plans. Ask all groups to identify action areas from the present course and prepare a Follow-up Actions Plan following the Plan Matrix 10.1. 	Group work	45 minutes
<ul style="list-style-type: none"> Ask each group to present their Follow-up Plan in the plenary. Encourage other groups to give their comments. 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 offices and make a Final Action Plan. Request all LG representatives to take actions as per their plan. 	Group Presentation, Discussion	30 minutes

■ Plan Matrix: 10.1

Follow-Up Action Plan

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

Session 11

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"> Welcome all participants in the session. Distribute the Evaluation Form to each participant. Ask them to fill up the Evaluation Form individually. Collect all evaluation forms to be examined later and take appropriate steps as per their comments. 	Individual work	20 Minutes
<ul style="list-style-type: none"> 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 speech from the guests and conclude the session. Distribute the Certificate of Participation at the end of the session. 	Discussion, Distribution of Certificate	70 Minutes

Course Evaluation Form

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

Fully

Parially

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 _____
- b) Not like at all _____

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

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.
