

Trainer's Guide

Module V

Meeting Special Needs



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 the module the participants would be able to:

- Describe the background and objectives of the training course;
- Explain marginalisation and deprivation;
- Explain why marginalised rural people need special attention;
- Describe what challenges are faced by marginalised rural people;
- Identify characteristics/livelihood styles of marginalised groups;
- Identify areas of intervention and strategies to mitigate special needs;
- Assess special needs of marginalised groups in the community;
- Prepare livelihood development intervention frameworks for people with special needs;
- Formulate an action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

Contents of the Module

- Marginalisation and deprivation;
- Challenges of marginalised rural people;
- Characteristics/livelihood styles of marginalised groups;
- Intervention areas and strategies to mitigate special needs;
- Assessment of special needs of marginalised groups;
- Livelihood development intervention framework;
- Action plan for implementation; and
- Course evaluation.

Training Schedule

ModuleV: Meeting Special Needs

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Understanding People with Special Needs	Needs Assessment of Marginalised Groups	Livelihood Development Framework	Cont'd
10:30 – 11:00 Tea Break					
11:00 –12:30	Cont'd	Cont'd	Cont'd	Cont'd	Cont'd
	Marginalisation and Deprivation				
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	Cont'd	Cont'd	Cont'd	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 the expectations from the training course;
- Identify the level of existing knowledge; and

- Describe principles and norms of running the course.

Total Time: 2 hours

Material: 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 the registration of participants using the prescribed form and distribute training logistics and the 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 a brief description of present duties and responsibilities. 	Question and answer	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 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: Marginalisation and Deprivation.

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

- Explain marginalisation and deprivation;
- Identify common types of marginalised people;
- Explain why marginalised rural people need special attention; and
- Describe what challenges are faced by marginalised rural people.

Total Time: 4 hours.

Material: Whiteboard, Poster Paper, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. At the beginning of the session, explain the meaning of deprivation and characteristics of disadvantage population groups. Ask participants which are the disadvantaged groups in their areas and why they are disadvantaged. Write their responses on the board. Referring to the resource book, explain the idea of deprivation and marginalisation. Explain tools/domains to assess deprivation. 	Question and answer	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> Inform the participants that there are several types of marginalised people in every country, having special needs. In-depth understanding and special care are needed to address their needs. Tell them that we have to design special programmes and interventions to mitigate their deprivation respecting their culture and traditions. Ask participants that first we need to know characteristics of marginalised people and their needs. Give them an example of common types of marginalised people, i.e. <ul style="list-style-type: none"> ► <i>Nomads.</i> ► <i>People living in mountainous areas.</i> ► <i>Migrant farm workers.</i> ► <i>Refugees and displaced people.</i> ► <i>People with disabilities.</i> ► <i>People with HIV/AIDS.</i> Ask them to add if they have any other type of locally marginalised people in their area. Assess participants' knowledge about the characteristics of different marginalised groups and their special needs and deprivation. Write their responses on the board. Give a short description of marginalised people and their special needs based on the information from the Resource Book. 	Discussion, Question and answer	60 minutes
<ul style="list-style-type: none"> Divide the participants into 3-4 groups and ask them to read the Resource Book and identify: <ul style="list-style-type: none"> ► <i>Why marginalised rural people need special attention?</i> ► <i>What are the challenges faced by marginalised rural people?</i> Ask them to add their own observations and experiences. 	Group discussion	90 minutes
<ul style="list-style-type: none"> 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. Close the session by thanking the participants for their active participation and contribution in the session. 	Presentation, Discussion	60 minutes

Session 3

Name of the Session: Understanding People with Special Needs.

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

- Identify characteristics/livelihood styles of marginalised groups; and

- Identify areas of intervention and strategies to mitigate special needs.

Total Time: 6 hours.

Material: Whiteboard, Marker, Poster Paper, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> • Welcome all participants in the session. • At the beginning of the session divide participants into 6 groups. Assign one marginalised group to each group for thorough study from the Resource Book. • Ask them to identify general characteristics, special needs/challenges, required skills and livelihood options for the following six types of marginalised groups: <ul style="list-style-type: none"> ▶ <i>Nomads.</i> ▶ <i>People living in mountainous areas.</i> ▶ <i>Migrant and seasonal farm workers.</i> ▶ <i>Refugees and internally displaced people.</i> ▶ <i>Physically handicapped and mentally retarded people.</i> ▶ <i>People with HIV/AIDS.</i> • Ask each group to read the Resource Book for relevant cases of marginalised groups to get ideas of livelihood interventions. Ask each group to add their own observations with respect to marginalised groups. 	Group work	4 hours
<ul style="list-style-type: none"> • Ask each group to present their report 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 in the session. 	Presentation Discussion	2 hours

Session 4

Name of the Session: Preparation for the Needs Assessment.

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

- Prepare tools for needs assessment of marginalised groups.

Total Time: 6 hours.

Material: Whiteboard, Marker, Resource Book, Laptop, LCD Projector, Matrix 3.1.

Process	Method	Time
<ul style="list-style-type: none"> • Welcome all participants in the session. • Divide participants into 2-3 groups and ask them to prepare necessary tools and interview them in accordance to the contents of the checklist to collect information about the selected marginalised groups on following issues: <ul style="list-style-type: none"> ▶ <i>Characteristics/livelihood style of the group.</i> ▶ <i>Nature of deprivation.</i> ▶ <i>Special needs of the group.</i> ▶ <i>Skills requirements.</i> ▶ <i>Actions required to mitigate their special needs.</i> • Ask them to collect information during needs assessment as indicated in Matrix 4.1 of the Trainer's Guide and Annex 5.1 of the Resource Book. Tell them that this information will be required in the next session to design the livelihood intervention framework. • Provide all necessary logistics and assistance to each group to prepare tools for needs assessment. 	Group work	4 hours
<ul style="list-style-type: none"> • Ask each group to presents their needs assessment plan and tools one by one. Give your feedback on the work of each group. • Close the session by thanking the participants for their active participation and contribution in the session. <p><i>**Based on the availability of marginalised people in the nearby community, select one or two marginalised groups to assess their needs.</i></p>	Presentation, Discussion	2 hours

■ Matrix: 4.1

Livelihood Intervention Framework

1. Name of the marginalised/disadvantaged group.
2. Number of people(marginalised/disadvantaged group) in the area.
3. Present occupation.
4. Special needs of the group.
5. Existing skills.
6. Required skills.
7. Objectives and rationale of interventions.
8. Activities/actions required to mitigate special needs.
9. Implementation strategies for each action/activity.

10. Role of potential partners to support each activity.
11. Role of local government representatives to support each activity.
12. Tentative time schedule for the implementation of interventions.
13. Estimated budget.

Session 5

Name of the Session: Assessment of Special Needs and Preparation of the Livelihood Development Framework.

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

- Assess special needs of marginalised groups in the community;
- Collect livelihood-related information from marginalised groups; and
- Prepare a livelihood development intervention framework for people with special needs.

Total Time: 9 hours.

Material: Field Visit Tools, Notebook, Pen, Whiteboard, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Organise a field visit in the area where 2-3 groups can visit 2-3 types of marginalised groups and conduct a needs assessment. Provide all assistance during the needs assessment. 	Field visit	4 hours
<ul style="list-style-type: none"> After the field visit, ask each group to prepare a livelihood development framework for each type of marginalised group based on Matrix 4.1 of the Trainer's Guide. Provide necessary assistance to each group to prepare the livelihood framework. Provide assistance to support each group to prepare a workable/feasible framework. 	Group work	3 hours 30 minutes
<ul style="list-style-type: none"> Ask each group to present their framework in the plenary. Encourage other groups to give their comments. Give your feedback on the livelihood intervention framework of each group. Close the session by thanking the participants for their active participation and contribution. 	Presentation, Discussion	90 minutes

Session 6

Name of the Session: Follow-Up Action Plan.

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

- Identify key 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, 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 successes. Get suggestions from the participants and write those on the board.	Discussion	15 minutes
<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.• Ask each group to present their Follow-up Plan in the plenary. Encourage other groups to give their comments.	Group work, Group presentation	45 minutes
<ul style="list-style-type: none">• 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.	Discussion	30 Minutes

■ Plan Matrix: 6.1

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 7

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.

Material: 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 guest(s) 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

Partially

Not at all

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

No.	Content	Findings		
		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).**

Service	Excellent	Good	Poor	Very Poor

8. Write if you have any other comments.
