

Trainer's Guide

Module VI

Transformative Role of Local Government Representatives



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 the transformative role of LGIs;
- Explain a self-help group, its characteristics and needs;
- Identify activities of a self-help group;
- Identify the performance gap and skills gap among LGIs;
- Identify strategies and process of developing capacity of LGIs;
- Describe challenges and opportunities of rural entrepreneurship;
- Identify factors affecting the technology usage among farmers;
- Identify innovative aspects of ICT application in agriculture and business;
- Identify services provided by microcredit and microfinance organisations and different banks;
- Identify the role and functions of public and private sector stakeholders;
- Develop a plan for involving stakeholders in rural development programmes of LGIs;
- Formulate an action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

Contents of the Module

- Transformative role of LGIs;
- Self-help group, its characteristics, needs and activities;
- Performance gap and skills gap among LGIs;

- Development of capacity of LGIs;
- Challenges and opportunities facing the rural entrepreneurship;
- Factors affecting the technology usage among farmers;
- Innovative aspects of the use of ICT in agriculture and business;
- Services provided by microcredit and microfinance organisations and different banks;
- Role and functions of public and private sector stakeholders;
- Involvement of stakeholders in rural development programmes;
- Action plan; and
- Course evaluation.

Training Schedule

Module VI: Transformative Role of Local Government Representatives

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Cont'd	Different Forms of Business Opportunities	Cont'd	Cont'd
10:30 – 11:00 Tea Break					
11:00 – 12:30	Cont'd	Strengthening the Collective Self-help Capacities	Cont'd	Cont'd	
	Transformative Role of LGIs		Factors Affecting the Use of Technology	Micro-credit and Personal Finance	Cont'd
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd	Cont'd	Cont'd	Cont'd	Follow-Up Action Plan
		Developing LGIs' Capacities			
15:00 – 15:30 Tea Break					
15:30 – 17:00	Cont'd	Cont'd	Application of ICT in Agriculture and Business	Linking Public and Private Sectors	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 the registration of the participants using the prescribed Registration Form. Once the registration is complete, then distribute training logistics and the Resource Book and 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 some guests in the opening session. 	20 minutes	25 minutes
<ul style="list-style-type: none"> Ask the participants to introduce themselves with a brief description of their present duties and responsibilities. 	Question and answer	20 minutes
<ul style="list-style-type: none"> Elect Chairpersons for each day of the training by rotation. Decide 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 summarise the learning of these sessions after the completion of each session. However, the Chairperson will participate in all sessions, group work and in discussions.) Explain to the Chairperson clearly his/her role and duties as Chairperson. Ask the selected Chairperson of the first day to start acting as the Chairperson for that day. 	Discussion	5 minutes
<ul style="list-style-type: none"> Give each 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 facilitators, if required. Identify participants' 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	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
<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

Process	Method	Time
<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: Transformative Role of LGIs.

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

- Identify the transformative role of LGIs; and
- Prepare a compiled report on performance gap and skills gap of LGIs.

Total Time: 5 hours 30 minutes.

Material: Whiteboard, Marker, Poster Paper, Resource Book, Laptop, LCD Projector, Activity 2.1.

Process	Method	Time
<ul style="list-style-type: none"> Welcome all participants in the session. Ask participants whether they have noticed any dynamic in the role of local government institutions. Ask them what are these changes and why they have taken place. Write their answers on the board. 	Question and answer	30 minutes
<ul style="list-style-type: none"> Explain the transformative role of LGIs in the backdrop of wider public sector reform in developing countries. Referring to the Resource Book, inform them the crucial role of LGIs in the development of rural communities. Inform them the new challenges facing LGIs for improving both their efficiency and effectiveness in discharging their functions in line with the decentralisation policy of the national governments at sub-national level. Explain what are the LGIs' capacities, three essential ingredients and three levels of capacity. Inform the participants the importance for developing the capacity of the LGIs in planning and integrated rural development programmes as well as in identifying strategies that build and strengthen the institutional capacities of LGIs in rural communities. Referring to Box 6.4 of the Resource Book, explain initiatives of LGIs in China, India and Thailand. 	Discussion	60 minutes

Process	Method	Time
<ul style="list-style-type: none"> Divide the participants into 3-4 groups and ask them to read “Role, Tasks and Responsibilities of Local Governance Representatives” from the Resource Book. Ask each group members to work on Activity 2.1 based on the exemplar role and responsibilities indicated in the Resource Book. Ask the participants to consider the role of LGIs in their local context while working on Activity 2.1. 	Group discussion	2 Hours
<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. 	Presentation	60 minutes
<ul style="list-style-type: none"> Ask the participants of each group to compile the report on skills gap of LGIs. Keep this report ready for the next session. Synthesise their findings and close the session by thanking the participants for their active participation and contribution. 	Group work, Discussion	60 minutes

■ Activity: 2.1

Responsibilities of LGIs	Tasks to be performed	Level of existing performance	Performance gaps in knowledge, skills and attitudes
Planner			
Decision-maker			
Manager			
Motivator			
Community Mobiliser			
Resource Mobiliser			
Monitor and Evaluator			
Advocacy			

**While identifying the role of LGIs, please consider efforts made towards the socio-economic welfare of girls and women, ethnic minorities, socially marginalised and disadvantaged population groups.*

Session 3

Name of the Session: Strengthening Collective Self-help Groups

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

- Explain a self-help group, its characteristics and necessity; and
- Identify activities of a self-help group to support rural development.

Time: 2 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.• Ask the participants what is a self-help group and what are its activities in their areas? Write their answers on the board.• Referring to the Resource Book, explain the concept of a self-help group, its characteristics and importance.	Question and answer	30 minutes
<ul style="list-style-type: none">• Divide the participants into 3-4 groups and ask them to read the Section on “Strengthening Collective Self-help Capacities” from the Resource Book and identify:<ul style="list-style-type: none">▶ <i>Functions/activities of a self-help group to support rural development in their areas.</i>▶ <i>How local governance can support self-help groups?</i>▶ <i>How local self-help groups can become more supportive to its cliental?</i>	Group work	60 minutes
<ul style="list-style-type: none">• After the group work, ask each group leader to present the 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.	Presentation, Discussion	30 minutes

Session 4

Name of the Session: Developing Capacity of LGIs.

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

- Identify strategies and process of developing capacity of LGIs.

Total Time: 2 hours 30 minutes.

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. • Explain to the participants that to cope with the changing role of LGIs it is very important to continuously upgrade their capacity. Give examples of the changing role and capacity gaps as identified in the last session. 	Question and answer	15 minutes
<ul style="list-style-type: none"> • Divide the participants into 3-4 groups and ask them to identify strategies and process for developing the capacity of LGIs as per identified gaps in the last session. Ask them to read Case 6.1 “Building LGIs’ Capacities – PAGOR’s Design Phase in Malawi” of the Resource Book as an example. • Ask them to consider the prospects of mobilisation of local and national agencies and individuals in their community for financial and material contributions. • Ask them to use Activity 4.1 for group work. 	Group work	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. 	Presentation, Discussion	45 minutes

■ Activity 4.1 Strategy for Upgrading the Capacity of LGIs

Areas of capacity development	Strategy of capacity upgradation	Activities to be undertaken	Type of support to be mobilised from the partners	Resources required

Session 5

Name of the Session: Types and Forms of Business Opportunities.

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

- Describe challenges and opportunities of rural entrepreneurship, and
- Differentiate and identify advantages and disadvantages of three forms of business enterprises.

Total Time: 2 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.• Inform the participants that an important role of LGs is to promote economic development through supporting rural entrepreneurship.• Describe challenges and opportunities of rural entrepreneurship by referring to the Resource Book and the local context.	Discussion	30 minutes
<ul style="list-style-type: none">• Divide the participants into 3-4 groups. Tell them that as LG representatives we need to support the promotion of economic activities in our community. Ask the participants to read the Resource Book and differentiate three different forms of business and their advantages and disadvantages.	Group discussion	60 minutes
<ul style="list-style-type: none">• After the group work comma 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.• Summarise the session and close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 6

Name of the Session: Factors Affecting the Use of Technology.

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

- Identify factors that affect the use of technology among farmers; and

- Identify ways and means to promote ICT in rural setting.

Total Time: 2 hours 30 minutes.

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. • Assess participants' knowledge of the use of ICT in their daily pursuits both at household and business endeavours through questions and answers. • Explain to the participants that to enhance rural economic development and to improve living condition, rural people need access to information and communication. Inform them that farmers, workers and entrepreneurs can harness several benefits from ICT use by having an easy access to market information for improving both the quality and productivity of their products and strengthening business skills and employment opportunities. Give examples from your experience. 	Question and answer, Discussion	30 minutes
<ul style="list-style-type: none"> • Divide the participants into 3-4 groups. Ask them to read the Section on "Factors affecting Technology Usage among Farmers" of the Resource Book and subsequently revise Table 6.1 considering local context and community perception of ICT. • Ask them to identify ways and means as to how rural people can use more and more ICT both inside and outside their households. 	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. 	Presentation, Discussion	30 minutes

Session 7

Name of the Session: Application of ICT in Agriculture and Business.

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

- identify innovative aspects of ICT application in agriculture and business.

Total Time: 3 hours 30 minutes.

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 the participants into 3-4 groups. Ask them to read the examples of ICT application in agriculture and business (Boxes) from the Resource Book. Ask them to identify innovative aspects of all examples and identify the possibility of adaptation in their local context.	Group work	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.	Presentation	60 minutes
<ul style="list-style-type: none">• Now compile a list of innovative aspects of all examples and their possible use in the local context.• Synthesise the work of each group with your inputs. Close the session by thanking the participants for their active participation and contribution.	Question and answers, Discussion	60 minutes

Session 8

Name of the Session: Micro-credit and Managing Personal Finance.

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

- Identify services of microcredit and microfinance organisations and of commercial banks.

Total Time: 2 hours 30 minutes.

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. • Inform the participants that to establish small enterprises we need to manage personal finance (accounts). • Explain briefly the role of microcredit and microfinance organisations that are delivering basic financial services to poor and low income people, or micro-entrepreneurs. 	Discussion	10 minutes
<ul style="list-style-type: none"> • Divide the participants into 3-4 groups. Ask them to read the Resource Book and identify various types and nature of services of microcredit and microfinance organisations including commercial banks. • Ask them to identify services of microcredit and microfinance organisations in their areas. 	Group work	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. 	Presentation	50 minutes

Session 9

Name of the Session: Linking Public and Private Sectors.

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

- Identify roles and functions of public and private sector stakeholders; and
- Develop a plan for involvement of stakeholders in rural development programmes.

Total Time: 4 hours 30 minutes.

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. • Ask the participants to know the current practice and scope of involvement of stakeholders in planning and implementation of rural development programmes in LGIs. • Divide the participants into 3-4 groups. Ask all group members to read the Section “Linking Public and Private Sector Associations, NGOs and Civil Society Organisations” of the Resource Book and identify the role of each type of organisation and its functions. 	Question and answer, Group work	90 minutes
<ul style="list-style-type: none"> • Ask all group members to present their findings in the plenary. Invite comments from other groups. Give your comments after the presentation of each group. 	Presentation	60 minutes
<ul style="list-style-type: none"> • Again divide the participants into 3-4 groups. Ask all group members to identify services of public and private sector associations, NGOs and civil society organisations in their respective areas and develop a plan on how to involve them in the rural development programmes of LGIs. 	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. Give your comments after the presentation of each group. • 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

Material: Poster Paper, Marker, Laptop, Plan Matrix 9.1.

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 Plan 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 the Action Plan. Ask all groups to identify action areas from the present course and prepare Follow-up Actions Plans following the Plan Matrix 9.1. Ask each group to present its Follow-up Action 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 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. 	Discussion	30 Minutes

■ Plan Matrix: 9.1

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.

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 speeches 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

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.
