Trainer's Guide

Module VII

Designing and Organising Training of Local Governance and Women Group 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;
- Differentiate among training, knowledge, skills and attitude;
- Explain the training cycle;
- Identify methods and tools for training needs assessment and gaps in training;
- Formulate appropriate training objectives;
- Explain the process and barriers of communication and traits of verbal and non-verbal communication;
- Explain adult learning principles;
- Explain the process of participatory training techniques;
- Develop training materials and prepare training curriculum;
- Prepare the session guide;
- Differentiate between monitoring and evaluation of training;
- Identify activities, roles, responsibilities and qualities of trainers;
- Formulate an action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

Contents of the Module

- Training, knowledge, skills and attitude;
- Training cycle, objectives and gaps;
- Methods and tools for training needs assessment;
- Training for communication;
- Adult learning principles;

- Participatory training techniques;
- Training curriculum and materials;
- Session guide;
- Monitoring and evaluation of training;
- Activities and qualities of trainers;
- Action plan; and
- Course evaluation.

Training Schedule

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Cont'd	Training Communication and Training Methods	Cont'd	Cont'd
					Training Monitoring and Evaluation
10:30 – 11:00 Tea Break					
11:00 – 12:30	Cont'd	Cont'd	Cont'd	Development of Training Curriculum	Cont'd
	Training Cycle				Trainers' Role and Qualities
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd	Cont'd	Cont'd	Cont'd	Follow-Up Action Plan
		Setting Training Objectives			
15:00 – 15:30 Tea Break					
15:30 – 17:00	Cont'd	Cont'd	Cont'd	Session Guide	Course Evaluation and Closing
	Identification of Training Gap		Training Material Development		

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
• Welcome all participants in the session. • Complete the registration of 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
• Inaugurate the course as per Opening Programme Schedule. • Invite some guests in the opening session.	Discussion	25 minutes
• Ask the participants to introduce themselves with a brief description of their present duties and responsibilities.	Question and answer	20 minutes
• 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
• 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
• In line with the participants' expectations, explain the training objectives, contents and training schedule.	Discussion	10 minutes

Process	Method	Time
● 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
● 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: Training Cycle.

Objectives: At the end of the session the participants will be able to:
- Explain Training, Knowledge, Skills and Attitude;
- Explain the training cycle;
- Identify prospective beneficiaries of training; and
- Decide methods and tools for training needs assessment.

Total Time: 3 hours.

Material: Whiteboard, Marker, Resource Book, Laptop, LCD Projector, Format 2.1.

Process	Method	Time
● Welcome all participants in the session. ● At the beginning of the session, assess the participants' general understanding of what is training and how to design and organise training course. ● Referring to the Resource Book, explain what is training and the meaning of knowledge, skills and attitude. ● Ask the participants what are the steps and activities of organising and conducting a training course? ● Write their responses on the board.	Question and answer	30 minutes
● Referring to the Resource Book explain Training Cycle. Explain also activities and considerations in every step of the training cycle.	Discussion, Question and answer	30 minutes

Process	Method	Time
• Inform the participants that as local government representatives we need to support women self-help groups in developing livelihood programmes for rural people. We also need to stimulate social changes in the community towards development, poverty eradication, better governance, increased integrity and transparency in the management of community affairs etc. • Ask the participants, who in your community need training. Prioritise prospective beneficiaries of the training. Write their answers on the board. • Referring to the Resource Book and considering the local context explain the goal of training and prospective target groups for the training.	Discussion, Question and answer	45 minutes
• Ask the participants who should be beneficiaries of our training and what are the specific training needs of different beneficiaries? Write their answers on the board.	Question and answer	30 minutes
• Ask the participants who should be beneficiaries of our training and what are the specific training needs of different beneficiaries? Write their answers on the board.	Discussion	30 minutes
• Remind them that they have conducted a needs assessment survey in Module 1. • Explain the process and tools for training needs assessment. Explain Format 2.1 for the assessment of training gaps/needs. • Close the session by thanking the participants for their active participation and contribution.	Discussion	15 minutes

■ Format: 2.1

Training Gap Analysis

A. Type of training beneficiaries:

B. Name of training beneficiaries :

COMPETENCY (Required level)			COMPETENCY (Present level)			COMPETENCY (Training gap)		
K	S	A	K	S	A	K	S	A

K= Knowledge, S= Skills, A= Attitude

**Select at least 3-5 beneficiaries for interview.

Session 3

Name of the Session: Identification of the Training Gap.

Objectives: At the end of the session the participants will be able to:
- **Identify training gaps of the selected beneficiary groups.**

Total Time: 4 hours 30 minutes.

Material: Notebook, Pen, Field Visit Tools, Logistics for Field Visit, Laptop, LCD Projector, Resource Book, Poster Paper, Marker, Format 2.1.

Process	Method	Time
● Welcome all participants in the session. ● Arrange a field visit for all 3-4 groups in 3-4 communities to collect information from the training beneficiaries based on the Form 2.1. ► *Inform all concerned in the field in advance about this field visit and prepare all necessary arrangements. Before the field visit, ensure the support to all group members in conducting interviews. Involve local guides to support in the needs assessment. One group will visit and interview with one type of beneficiaries.*	Field visit	3 hours
● After the field visit, ask each group to do the training gap analysis and identify training gaps of different beneficiary groups. Provide support to each group in identifying training gaps properly. Ask them to identify gaps in knowledge, attitudes and skills.	Group work	60 minutes
● Ask each group to present their identified training gaps 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	30 minutes

Session 4

Name of the Session: Setting Training Objectives.

Objectives: At the end of the session the participants will be able to:
  • Formulate appropriate training objectives.

Total Time: 2 hours 30 minutes.

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

Process	Method	Time
• Welcome all participants in the session. • Referring to the Resource Book, explain training objectives and their importance. Explain SMART principles of training objectives. • Ask participants to formulate sample SMART objective. Write objectives on the board. Correct their objective statements if needed. • Explain course objectives and behavioural objectives with specific examples.	Question and answer, Discussion	30 minutes
• Divide the participants in 3-4 groups (same group of last session). Ask the participants to formulate training objectives and training contents based on their identified training gaps. Provide support to each group in formulating training objectives.	Group work	60 minutes
• Ask each group to present their training objectives and training contents 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 5

Name of the Session: Training in Communication and Training Methods.

Objectives: At the end of the session the participants will be able to:
  • Explain meaning, process and barriers of communication;
  • Explain verbal and non-verbal communication;
  • Explain adult learning principles; and
  • Explain common participatory training techniques.

Total Time: 5 hours.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants about the current status of communication and how it is working. • Explain advantages of effective communication in training. • Give examples of poor communication and its problems. Citing Figure 7.1 of the Resource Book explain the process of communication. • Ask participants what are the key barriers in communication. Listen to their answers. Explain barriers in communication. • Explain verbal and non-verbal communication with practical examples.	Question and answer, Discussion	60 minutes
• Ask the participants how adults and children learn. Write their answers on the board. • Explainthe adult learning principles based on the information of the Resource Book.	Question and answer	30 minutes
• Ask the participants what are participatory training techniques. Write the names of training methods and techniques on the board. • Ask the participants to read the chapter on "Training Methods and Techniques of the Resource Book".	Question and answer, Individual reading	90 minutes
• Referring to the Resource Book, explain different training methods. Give examples of different sessions of the present and previous courses. As per need, arrange demonstration of different methods to make the process of the methods clear to the participants. • Organise an open discussion session and assess the understanding of participants regarding the process of different methods. • Close the session by thanking the participants for their active participation and contribution.	Discussion, demonstration, Question and answer	2 hours

Session 6

Name of the Session: Training Material Development.

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

- Explain what is training material; and
- Develop training materials.

Total Time: 2 hours 30 minutes.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants to name different training materials. Write their answers on the board. • Explain different training materials based on the Resource Book. Show examples of different training materials – Poster, Chart, Hand-outs, Transparencies, PowerPoint Presentations, etc. • Explain key issues that should be considered while developing and selecting training materials.	Question and answer, Discussion	30 minutes
• Divide the participants into 3 groups and ask them to prepare 3 types of exemplar training materials, i.e. a) One Poster; b) One Hand-out; and c) One PowerPoint based on any selected contents from the training gaps they have already identified.	Group work	90 minutes
• After the group work, ask each group to present their training materials in the plenary. Invite comments from other groups and give your comments after the presentation of each material. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 7

Name of the Session: Development of Training Curriculum.

Objectives: At the end of the session the participants will be able to:
- Explain elements of training curriculum; and
- Prepare training curriculum.

Total Time: 3 hours.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants what is a training curriculum? Write their answers on the board. • Referring to the Resource Book, explain the concept of training curriculum. • Explain what the key elements deserve consideration while developing a training curriculum. Write their answers on the board and explain.	Question and answer, Discussion	30 minutes
• Divide the participants into 3-4 groups and ask them to develop training curriculum for a 2-3 days training course based on their identified training gaps. Assist each group in developing training curriculum.	Group work	90 minutes
• After the group work, ask each group to present their training curriculum in the plenary. Invite comments from other groups and give your comments after the presentation of each curriculum. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 8

Name of the Session: Session Guide.

Objectives: At the end of the session the participants will be able to:
   • Prepare a session guide for conducting training sessions.

Total Time: 2 hours 30 minutes.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants what a session guide is? Write their answers on the board. • Referring to the Resource Book and showing examples from the Trainer's Guide, explain the process of preparing the Session Guide. Ask them to read a few session guides from the Trainer's Guide.	Question and answer, Discussion	30 minutes

Process	Method	Time
• Divide the participants into 3-4 groups and ask each group to prepare one Session Guide for any of the session from their training curriculum. Assist each group in preparing the Session Guide.	Group work	60 minutes
• Ask each group to present their Session Guide in the plenary. Invite comments from other groups and give your comments after the presentation of each session guide. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	60 minutes

Session 9

Name of the Session: Monitoring and Evaluation of Training.

Objectives: At the end of the session the participants will be able to:
- Differentiate training monitoring and training evaluation; and
- Explain the process and steps of training monitoring and training evaluation.

Total Time: 1 hour 30 minutes.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants the concepts of Monitoring and Evaluation of the Training. Write their answers on the board. • Referring to the Resource Book, explain monitoring and evaluation of the training course. • Explain objectives and issues of monitoring and evaluation in the training course.	Question and answer, Discussion	30 minutes

Process	Method	Time
• Ask participants to study steps and process of monitoring and evaluation from the Resource Book (Tables 7.2 and 7.3). • Referring to the Resource Book, explain steps and process of monitoring and evaluation of the training course. • Assess the comprehension (understanding) level of the participants. • Close the session by thanking the participants for their active participation and contribution.	Individual reading, Discussion, Question and answer	60 minutes

Session 10

Name of the Session: Trainers' Role and Qualities.

Objectives: At the end of the session the participants will be able to:
  • Identify activities of trainers; and
  • Explain qualities of a trainer.

Total Time: 1 hour 30 minutes.

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

Process	Method	Time
• Welcome all participants in the session. • Ask the participants about the qualities of a good trainer. Write their answers on the board.	Question and answer	10 minutes
• Divide participants into 3-4 groups and ask them to read the Resource Book and identify qualities and activities of local government representatives as the trainer.	Group work	50 minutes
• After the group work, ask group leaders to present their report in the plenary. Invite comments from other groups and give your comments after the presentation of each group. • Referring to the Resource Book explain activities and qualities of a good trainer. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 11

Name of the Session: Follow-Up Action Plan.

Objectives: At the end of the session the participants will be able to:
- Identify learning points from different sessions of the module; and
- Formulate an action plan for implementation.

Total Time: 1 hour 30 minutes.

Material: Poster Paper, Marker, Laptop, LCD Projector, Plan Matrix: 10.1.

Process	Method	Time
• 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
• 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 11.1.	Group work	45 minutes
• 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 the plan with other local government representatives in their respective local government offices and draft a Final Action Plan. Request all LG representatives to take actions as per their plan.	Group Presentation, Discussion	30 minutes

■ Plan Matrix: 11.1

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 12

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
● 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

Process	Method	Time
• 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.

_____

_____

_____

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