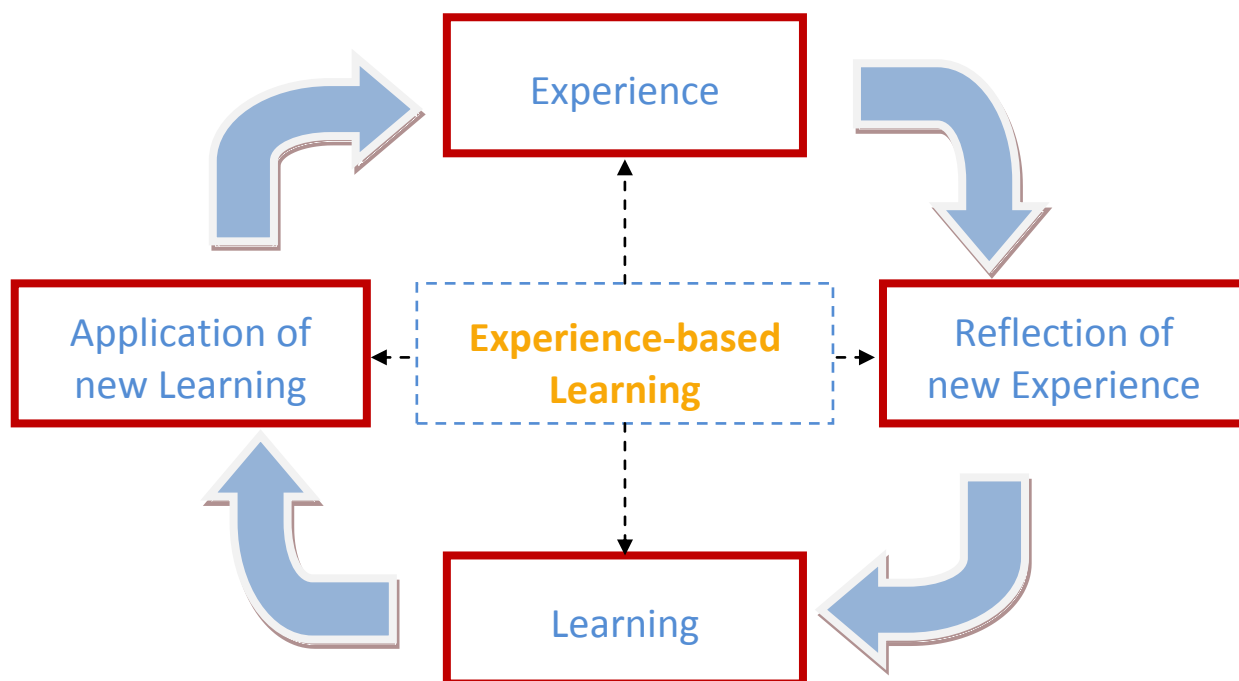


# PARTICIPATORY ADULT TRAINING METHODOLOGY

## TOT MANUAL FOR TRAINERS



November 2013  
Ministry of Agriculture  
Addis Ababa, Ethiopia

## Table of Contents

<b>1. Introduction to the Manual</b> .....	<b>1</b>
<b>2. Concept and Meaning of Training of Trainers (ToT)</b> .....	<b>1</b>
<b>3. Adult Learning</b> .....	<b>1</b>
<b>4. Participatory Adult Training Methods</b> .....	<b>3</b>
<b>5. Training Materials and Tools</b> .....	<b>11</b>
<b>6. Facilitation Hints</b> .....	<b>13</b>
6.1 Managing group dynamics .....	14
6.2 Motivating and enhancing participation .....	15
6.3 Dealing with questions from participants .....	16
<b>7. Presentation skills</b> .....	<b>17</b>
7.1 Fundamentals of good presentation skills .....	17
7.2 Body language of a trainer .....	17
7.3 Listening skills .....	17
<b>8. Steps in Participatory Training</b> .....	<b>18</b>
8.1 Pre-Training Phase: Designing Training .....	18
8.2 During Training Phase .....	21
8.3 Post Training Phase: Monitoring and Evaluation .....	21
<b>References</b> .....	<b>23</b>

## 1 Introduction to the Manual

The present training manual is developed and delivered by GFA Consulting Group for GIZ Sustainable Land Management (SLM) Program in Ethiopia. The manual is based not only on original training materials, but also the experience from trainings implemented in the project areas.

### Purpose of the Manual

This manual is a guide to running an effective training course that has a participatory approach to training for extensionists who work as educators, or trainers (or who are being trained to be such) in all levels (including regional, woreda and community training). It can be used for government organizations or other institutions interested in participatory approaches to training.

A participatory approach is one that sees the clients or beneficiaries of education, training or development as full partners and contributors to the training they engage in. Their knowledge, skills and attitudes, their life experiences, are valuable elements in the training process.

The manual aims to do three things:

- ❖ **Sensitise trainers** to the reasons for using adult participatory methods, materials and tools;
- ❖ **Encourage trainers** to use such methods, materials and tools themselves; and
- ❖ **Assist trainers in training their trainees** to use these participatory and collaborative methods.

### Methodology

Participatory training methods were adopted based on experiential learning principles. Participants were encouraged to voice concerns and views, share their experience and contribute to the learning process. The reasoning was that the trainer should also expect to 'learn' from participants and not only 'teach' participants. For this reason a number of methods to encourage active participation in the trainings were used, including brainstorming, demonstration, role play, case study, instruments, group discussions, field visits and learning games.

### Need for preparation and adaptation

This manual only serves as a basic guide to the design of an actual participatory adult training programme. Careful preparation is the key to any successful training course. You as the lead trainer will have to adapt the designs in this manual to the specific needs of the group being trained, the context and the training objectives. If you are already using the kind of training methods used in this manual, you may simply want to borrow a few new procedures or ideas to enhance what you are already doing well and insert them into your existing training programmes. If these sort of activities are new, you may wish to use the manual more or less completely as it is.

## 1. Concept and Meaning of Training of Trainers (ToT)

**ToT** is a form of training imparted to an individual with the view of preparing him/her for his/her future role as a trainer. This is a process which aims to develop the individual's capabilities and capacities of providing training to others as a skilled professional. Additionally, ToT also aims to help organisations to build their own cadre of training trainers as well as to develop necessary orientation, awareness and abilities to perform a catalytic role as facilitators of change.

## 2. Adult Learning

**Adult learning**, an intervention into the ordinary business of life, has the immediate goal of changing knowledge or enhancing competence. An adult educator is one, essentially, who is skilled at making such interventions. In contrast to children and teens, adults have special needs and requirements as

learners. Therefore, to be an effective adult trainer, one requires a good understanding on how adults learn best.

### Box 2.1 Characteristics of adult learners

**Adults are *autonomous and self-directed*.** They need to be free to direct themselves. Their trainers must actively involve adult participants in the learning process and serve as facilitators to them.

**Adults have accumulated a foundation of *life experiences and knowledge*.** They need to connect learning to this knowledge/experience base. Trainers should draw out participants' experiences and knowledge which are relevant to the topic.

**Adults are *goal-oriented*.** Upon participating in a course, they usually know what they want to attain. Trainers must show participants how a course will help them attain goals.

**Adults are *relevancy-oriented*.** They must see a reason for learning something.

**Adults are *practical*.** The trainers must tell participants explicitly how the lesson will be useful to them on the job.

**Adults need to be shown *respect*.** Trainers must acknowledge their experiences.

(Source: Mehta-Bhatt and Nyangaga, 2011)

#### HOW WE LEARN

1% through taste  
2% through touch  
3% through smell  
11% through hearing  
83 % through sight

#### WHAT WE REMEMBER

10% of what we read  
20% of what we hear  
30% of what we see  
50% of what we see and hear  
80% of what we say  
90% of what we say and do

Said is not yet heard,  
Heard is not yet understood,  
Understood is not yet approved,  
Approved is not yet applied.

(Source: UNICEF, 1993)

### Box 2.2 Key principles of adult learning

Adults learn best when:

- they want to
- information is given to them in a logical order and consist of small units
- they are treated like adults
- they do something
- they get an opportunity to practice what they are learning
- they know how well they are doing and when they get some feeling of success
- the training and topics are of use in their daily lives
- there is repetition
- the trainer recognizes that they have experience and makes use of this experience.
- the new knowledge is related to something they already know
- they feel free to ask questions and there is some discussion between learners and the trainer.

(Source: Kenya Ministry of Gender, Children and Social Development, 2008)

### 3. Participatory Adult Training Methods

The target group in training and extension are adults, which implies that their life experience needs to be used. Therefore an interactive participant oriented training and client oriented extension approach needs to be developed and applied. In participatory training the crucial step is deep reflection and systematic examination of the cause for our experience and what is behind our reaction to it.

Participatory Training draws largely from the tenets of adult learning which hold that adults learn best **from and through experience**. One's own experiences – both past and present, and other's experiences, form a fundamental source of learning.

The Experience-based Learning Cycle suggests that it is not sufficient to have an experience in order to learn. Instead, it is necessary to reflect on the experience to make generalisations and formulate concepts which can then be applied to new situations. This learning must then be tested out in new situations. The learner must make the link between the theory and action by planning, acting out, reflecting and relating it back to the theory.

In participatory adult training methodology, there are various methods which help in taking people through this experiential cycle.

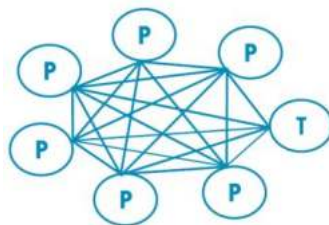


Figure 4.1 Active Learning Method of Participatory Training, where T = Trainer & P = Participant  
(Source: Pant, undated)

#### Box 2.3 Roles and Functions of the Trainer and the Learners in Participatory Training

The Trainer	The Participants
Is a facilitator	Are members of a communication network
Is a good communicator	Feel at ease
Works at the same level as the participants	Participate actively
Respects participants' ideas and experiences	Share experiences
Is supportive of the learning process	Ask questions, make mistakes, and take risks as part of the training process
Is an organizer of learning experiences	Use the trainer as a resource, guide and mentor

(Source: [www.rhrc.org/resources/general\\_fieldtools/toolkit/](http://www.rhrc.org/resources/general_fieldtools/toolkit/))

### Strategies and techniques of effective adult learning

#### 1-create a supportive Environment

- Convey respect for individuals belief and value in the learning process,
- Have a good visual contact,
- Call each trainee by name throughout training,
- Listen to each person's question and viewpoints,

- Never belittle an individual,
- Always be courteous and patient,
- Assure individuals that mistakes are part of the learning process,
- Look for opportunities to validate each person,
- Encourage trainees to support one another in learning endeavours,
- Ensure that the physical space is as comfortable as possible: participants' seats should be arranged in an appropriate shape so that they can see each other.

## 2-Emphasize personal benefits of training

- Tell them how the course relates to their immediate work(what is in it for them),
- Have each participant develop their own personal goals for the training,
- Encourage participants to write down specific actions they will take in response to the training.

## 3-Use training methods that require active participation

- Active participation engages trainees in the learning process and enhances retention of new concepts
- Design curriculum that allows training to be student- centred.

## 4-Use a variety of training methods

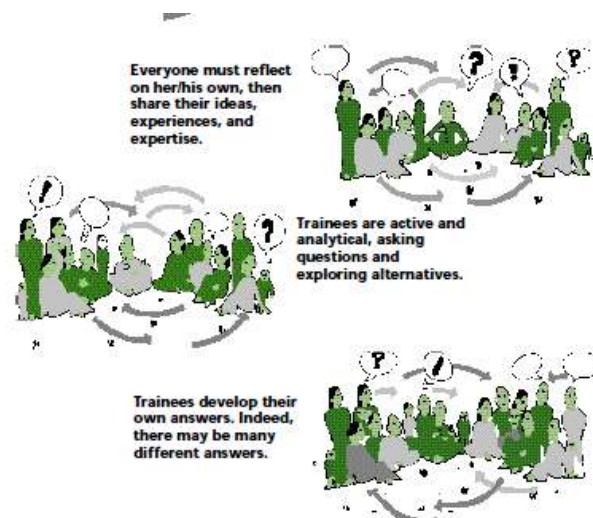
- Not all individuals learn the same way. They differ in personality, intelligence, education, experiences, culture, and sensory and cognitive preferences.
- To engage all learners use different methods in which information is communicated.

## 5-Provide immediate feedback on practice

- Providing timely corrective feedback (self feedback, peer feedback, and trainer feedback) that leads to successful learning and mastery of content and skills
- Correct errors and reinforce good behaviours
- Give gentle and constructive criticism.

## 6-Make course content relevant and coherent

- Be sure that exercises and content can be applied to real-life situations of the trainees
- Provide overview of the course and its objectives
- Relate each new component to previous component
- When presenting new material present overall concept first
- Provide examples of concept that are relevant to trainees' work.



Participatory training environment

Participatory training has several methods which are special within adult learning. The most important methods include: lecture, case study, role play, brainstorming, group discussion, learning games, demonstration, field visits.

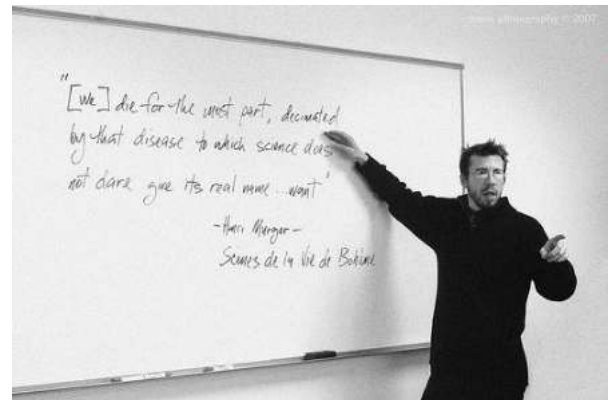
#### **Box 2.4 QUESTIONS TO BE CONSIDERED WHEN CHOOSING TRAINING METHODS FOR A PARTICULAR SESSION:**

- Is the method suitable for the objectives?
- Does the method require more background knowledge or skills than the participants possess?
- How much time does it take to prepare and then to use it in the learning session?
- Is that sort of time available with the adult educator and adult learners?
- How much space does the learning session take?
- Is that kind of space available at the venue of learning sessions?
- Is the method appropriate for the size of the learning group?
- What kind of teaching materials does it require? Are those materials available?
- Does the method require special skills to use?
- Does the adult educator possess these skills?

**1. Lecture/presentation:** The lecture method is an effective way to introduce new information or concepts to a group of learners. The learners always appreciate a concise, stimulating and well - delivered lecture. The lecture method is primarily used to build upon the learners' existing base of knowledge. The lecture must always be suited to the learners' level.

Lectures are useful for conveying new information and concepts to the learners and for providing context so that learners can relate what has been learnt to a conceptual framework. Lectures are also good for stimulating and motivating learners for further enquiry and for presenting a specialized body of external information.

Thereafter, the adult educator will have to make constant efforts to situate the new information in the context of the training by continuously providing examples and illustrations to relate it to the learners' context.



To lecture effectively, the lecturer needs to prepare for the lecture, become very familiar with the subject matter, identify and prepare supporting aids to illustrate the points. One needs to provide examples to link the subject matter to the lives of the learners and ask questions to check whether the learners are following.

#### **Box 2.5 Tips to prepare an effective lecture:**

- Prepare for the lecture and be familiar with the subject matter,
- Identify and prepare supporting aids,
- Provide learners' life related examples,
- Provoke the learners to ask questions and note key points,
- Maintain eye contact with the learners to assess their follow up.

### Box 2.6 Advantages and Disadvantages of Lecture Method

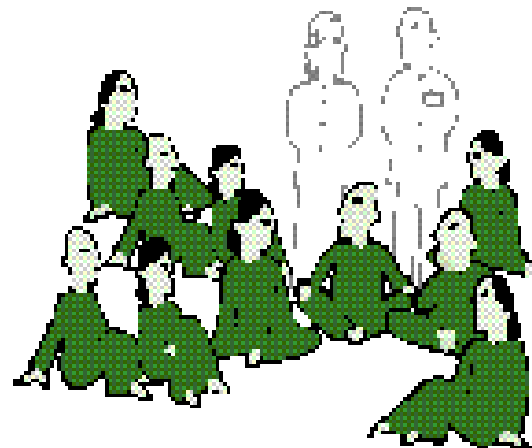
#### Advantages

- ❖ Allows the presentation of facts, information and concepts in a relatively short span of time.
- ❖ Makes possible interaction of learners with multiple resource persons with different points of view.
- ❖ Is possible to use for illiterate learners.
- ❖ A diverse range of supportive materials can be used to support the content areas e.g. slides, charts, posters, etc.
- ❖ A large number of learners can be accommodated at one time.

#### Disadvantages

- ❖ The world view of the speaker dominates the knowledge.
- ❖ It does not promote interaction in most cases.
- ❖ The input may be too abstract if not related to real life situations.

**2. Case study:** In the case study method, the group gets an opportunity to look at others' experiences in the form of a case. The learners reflect upon and analyze these experiences to derive new ideas. The learner's own experiences, values, feelings form the basis for analysis of others' experiences. The adult educator may present case studies in written or verbal forms or even through the medium of films or songs, depending upon the background and experiential level of learners.



One way of presenting the case study is to divide the group into smaller groups and give each group the task (question) to reflect and discuss. Then each group's views may be presented and consolidated in a collective session.

### Box 2.7 Advantages and Disadvantages of Case Study Method

#### Advantages

- ❖ Simple
- ❖ Can be used with illiterates and relatively unsophisticated people.
- ❖ Can be used for cognitive learning too.
- ❖ Low cost, culturally appropriate.

#### Disadvantages

- ❖ May be difficult to find an appropriate case study.
- ❖ The case study may be too general to focus on a specific issue.
- ❖ Case studies written by someone else contain the writer's perceptions, feelings and ideologies which may lead to distortion of the objective reality.



**3. Role play:** Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. You can also use it where the uniform possibility of recall is less likely among the learners. Role-play is a structured experience; it means that learning takes place from re-enactment of past experiences. It is a powerful training method if the focus of learning is to generate awareness.



The method of role-play is useful as it helps learners utilize their experiences of real life situations.

**Box 2.8 Tips to prepare an effective role-playing:**

- You need to select a suitable role play depending on the purpose of learning and identify role enactors/performers.
- Next, you need to prepare briefs and explain the situation to the learners and tell the audience all the points to be noted.
- Now is the time to set the stage and start role-play.
- After the play you can consolidate and debrief.

**Box 2.9 Advantages and Disadvantages of Role-play Method**

**Advantages**

- ❖ It is energizing.
- ❖ It helps the suppressed and illiterate to express their feelings.
- ❖ It is a simple and low cost learning tool.
- ❖ It focuses on problems which are real.
- ❖ It presents complex issues simply and in a short while.
- ❖ It does not need materials/ props or advance preparation.

**Disadvantages**

- ❖ There is a possibility of the role play becoming entertainment which distracts learning.
- ❖ Participants can get too involved in their roles and later lose objectivity during analysis.
- ❖ Acting can become an end in itself and participants can overact or distort the roles.
- ❖ If points for observations are not clear, they may dilute the focus of learning.

**4. Brainstorming:** Brainstorming is the open expression of ideas/opinions on a given topic by each participant without censorship or interruption whether or not the ideas/opinions are practical. Brainstorming should be followed by discussion to refine/combine/improve ideas.

Brainstorming is a special technique very close to card and idea collection. The main difference is that in brainstorming you ask for a totally free association of ideas with no censorship. This free association, however crazy, leads to a whole host of ideas. One or two co-facilitators write the ideas on cards, and pin them on boards as fast as possible.

### Box 2.10 Tips for effective brainstorming process:

1. Ask participants to give their ideas/opinions;
2. Encourage *each* participant to speak;
3. List the ideas on the board/newspaper;
4. Allow no interruptions, do not look for ways to combine or improve ideas;
5. Have a time limit or stop when enthusiasm wanes;
6. Examine each idea and look for ways to combine or improve ideas through discussion *after* the brainstorming of ideas/opinions;
7. Add any information that may have been missed.

### Box 2.11 Advantages and Disadvantages of Brainstorming Method

#### Advantages

- Actively involves learners in higher levels of thinking
- Promotes peer learning and creates synergy
- Promotes critical thinking
- Helps groups reach consensus

#### Disadvantages

- Requires that learners discipline their inputs to the discussion (generate ideas without making judgments)
- May not be effective with large groups
- Can lead to “group think”

**5. Group discussion:** This is a method which helps an individual to learn about a subject through interpersonal exchange of information and ideas in a group situation, whereby **ten or twelve** persons participate. The method involves the group in an active thinking process, which stimulates critical thinking amongst the members of the group.

The success or failure of group discussions depends largely on the level of preparation. The trainer/advisor must bring his/her influence to bear on the following factors:

- **Group size:** The number of people should ideally **not exceed 10 to 20**.
- **Place:** Group discussions should be carried out in **central, quiet venues**.  
**Participants:** The group should be relatively **homogeneous** with regard to resource endowment, the practical obstacles it has to tackle, and its interests. However, some differences among members make an exchange more interesting, provided that a climate of mutual trust can be created.



- **Information:** The participants should be informed about the points to be dealt with well before the beginning of the discussion.
- **Agenda:** The agenda for group discussions must be carefully prepared so as not to demand too much of the participants.
- **Preparation of content:** The trainer/advisor must prepare the group sessions carefully in order to present the necessary information effectively and to pose appropriate and stimulating questions to the group.

**Box 2.12 Tips to facilitate effective group discussion:**

- Prepare physical arrangements such as materials and chairs.
- Give a clear explanation of the objective and purpose.
- Make a clear and pointed announcement of the topic, followed by a very clear introduction.
- In a class of around 20 participants, arrange two discussion groups; ask each group to select a group leader and a rapporteur.
- Set a fixed time for group discussion (like 15 – 20 minutes).
- Create a relaxed and friendly atmosphere.
- Guide meaningful group interaction around the main theme.
- Ensure that group leaders participate equally to other members of the group.
- Control personal arguments, private chats and non-topical talk in a tactful way.
- When discussion is over, ask each group to summarize their conclusions on poster paper.
- Ask the rapporteur of each group to present the group's conclusions to the whole class.
- Invite the two groups to comment on each other's conclusions and ask questions to each other.
- Conclude the discussion with a summary.

**Box 2.13 Advantages and Disadvantages of Group Discussion Method**

**Advantages**

- It gives each person a chance to “talk through” a topic.
- Allows participants to become more actively involved in describing their opinions in small groups.
- Helps to build participants' self-confidence.

**Disadvantages**

- Relatively slow moving process and a likelihood of being dominated by the talkers and those opting for less talk.
- Also in a large group the opportunity to express gets diluted.

**6. Learning games:** Learning games are seemingly fun activities involving all participants. There are rules and regulations and the games may or may not include a competitive element. You may use games to convey feelings and processes which are implied within the game being played, e.g. trust games, leadership games and so on.

After the game is over, it is essential that the feelings of the participants are debriefed and consolidated; otherwise it will remain either an icebreaker or an energizer.



The reason for playing learning games is to explain group processes involving issues of trust, social relationships etc.

**Box 2.14 Tips to play effective learning games:**

You can play the learning games by explaining the game and involving the learners in the game. After the game, you need to consolidate, debrief and derive learning.

### Box 2.15 Advantages and Disadvantages of Learning Games

#### Advantages

- It is lively, fun and involves everyone's participation.
- Complex issues can be explained in a simple manner.
- It allows the participants to experience the matter under consideration within the course of the training itself, (also called here-and-now experience).

#### Disadvantages

- Finding or designing appropriate games is not very easy.
- The focus of the game must be clear to the adult educator otherwise debriefing will be confused.
- May generate lot of feelings obstructing learning.
- Entertaining without learning is not the objective.

**7. Demonstration:** Demonstrations refer to methods in which the learners are provided with an opportunity to observe for themselves the object or processes that they wish to learn. It can be real-life or make-believe situations or models. This method is useful in conveying complex information simply, as seeing and understanding is considerably easier than hearing and understanding.

We usually distinguish between **demonstrations of results** and **demonstrations of methods**. The first compares the results achieved by various production techniques, while the second presents a new technique. We also distinguish between short and long-term demonstrations; the former can be carried out at any time, whereas the latter extends over one or more periods.

Learning through our own experience is very effective. We learn a lot by observing and trying things out on our own, which can also be fun. During training, presentations give people an opportunity to share experiences, while demonstrations give them a chance to see or even experience new things.

#### Box 2.16 Tips to make effective demonstration:

- Briefly describe the objectives of the demonstration.
- Place the materials/visuals in such a way that all participants can see.
- Carry out the demonstration.
- Emphasize the key learning point(s).
- Let participants also practice the demonstration.
- Ask questions to see if participants have learned anything.
- Encourage participants to express their reactions to the demonstration.
- Let participants see and even touch the materials if needed.

Through demonstration techniques, visual items such as pictures, charts, models and natural objects can be used for the purpose of learning. Demonstration helps to make learning both meaningful and realistic.

### Box 2.17 Advantages and Disadvantages of Demonstration Method

#### Advantages

- Demonstration helps learners visualize the activity and also practice it themselves.
- It helps to develop skills.
- It arouses the interest of the participants.
- It can clarify various concepts and issues.

#### Disadvantages

- It requires the right materials/visuals & a skilled facilitator.
- It requires time to prepare materials/visuals and to plan the demonstration.
- It requires the appropriate use of materials to be most effective.

**8. Field visits:** Field visits refer to demonstrations in practical situations i.e. where the subject matter actually occurs or happens in real life. This method has a special significance for providing the trainees an opportunity to use their skill in field situations.

Some examples of field visits are as follows - taking the learners to apple orchard in the course of apple production training, or taking learners to villages in the course of a Participatory Rural Appraisal (PRA) training, etc. The emphasis again is on observing, asking questions and understanding.

**Box 2.18 Tips to effective field visit:**

- Participants should be briefed on field visit, location time and purpose of the visit.
- Participants and the facilitator should make up a list of questions, or observations that participants can use during the field visit.
- Following the field visit, participants should discuss and analyze what they have seen.

**Box 2.19 Advantages and Disadvantages of Field Visit**

**Advantages**

- Provides real-life setting and context
- Provides learner with a variety of hands-on experiences
- Promotes development of communication and problem-solving skills
- Fosters independent learning skills
- Allows for flexible, individual schedules and self-pacing within a given time schedule
- Provides practice to build skills and problem solving in real situations with expert supervision, guidance, and the opportunity for continuous feedback
- Can foster teamwork and cooperation

**Disadvantages**

- May be difficult to identify/access appropriate materials
- Requires prior learner preparation and training
- Can be time-consuming

## 4. Training Materials and Tools

Training materials are resources for the trainer when conducting the sessions. They are generally simple and often relatively inexpensive and can be used to reinforce or clarify a speaker's message. In case the training method requires any supplemental materials, ensure their availability.

**Box 2.20 QUESTIONS TO BE CONSIDERED WHEN CHOOSING TRAINING MATERIALS:**

- What materials are available?
- Will the material facilitate active learning?
- What can the training facility accommodate?
- Does the adult educator know how to use the material?
- Can the participants learn how to use the material?

The following are the most important and commonly used training materials and tools in participatory adult training.

**1. Blackboard:** A **blackboard** is the traditional chalkboard used in classrooms. A **whiteboard** is a plastic white board on which special non-permanent markers can be used. The term “writing board” will be used throughout the document to refer to *either* type of board. Trainers should use whatever type of writing board is available, being sure to include either chalk or whiteboard markers as appropriate.

**Box 2.21 Tips on its usage:**

1. Write with your body sideways to the board so that you are partly facing the participants
2. Write words in bold print, not longhand, drawing letters and symbols on the board large enough to be seen by all participants (a viewing distance of 32 feet requires letters to be at least 2-1/2 inches high);
3. Keep the style of the writing simple using short sentences or phrases;
4. Use coloured chalk or markers, if possible, for writing words that need to be highlighted;
5. Write longer material out in advance of the session to save time;
6. Clean the board with an eraser or sponge, as appropriate. Do not use your fingers.

**2. Flipchart:** Flip chart is a handy, versatile tool available to trainers, facilitators, and anyone else who needs a visual writing surface for ideas or information. It is great for quickly capturing participant comments, for creating prepared information and graphics, and for displaying material for reference later in a session.

One of its greatest assets is the simplicity of use. Anyone can use it to write or draw in a session. No training event is complete without flipcharts. They are inexpensive, yet effective training aids for small groups of up to thirty participants (depending on room configuration).

**Box 2.22 Tips on its usage:**

1. Plan the talk that will be assisted by the flipchart;
2. Ensure that the charts are properly sequenced before the presentation;
3. Reveal charts when you are ready to discuss them;
4. Talk to the audience not the flipchart;
5. Use a pointer instead of your hand to indicate details on the chart so that everyone can see;
6. Position the charts in such a way that the participants can see them clearly and comfortably;
7. Ensure that the flip chart is securely fastened and the pages can be easily flipped so that there are no long pauses during a presentation;
8. Use big letters (but not capitals) so that your audience can read your writing. Stick to the 7 x 7 rule: Not more than 7 words per line and not more than 7 lines per page.

**3. Metaplan technique:** The metaplan technique is a visualization and systemisation method based on the use of written cards. This technique paves the way for a whole range of possibilities for the continuing analysis and structuring of existing knowledge. The Metaplan technique is distinguished by the fact that participants write down their contributions, ideas or suggestions onto small rectangular cards. These cards are then pinned onto soft boards which have been covered with brown paper, jointly organized, structured and – once the process has been finished – glued on. In this way the conclusion which has been reached is also available for further visualization.

The ‘**cluster**’ is probably the most important way of structuring for card-based questionnaires. You arrange the cards in accordance with specific content, this is always necessary when there are either too many cards or when the questionnaire itself was carried out with the aim of deriving a structure, e.g. as with brainstorming.

### Box 2.23 Tips on its usage:

- Upright boards (pin boards, soft boards) covered with the cheapest paper possible. If there are no suitable soft boards available, you can also use a blackboard or a large wooden board covered with sheets of polystyrene. You should have one board for approximately 6-8 participants.
- You need a sufficient quantity of rectangular cards: approximately one third of these should be white cards. In addition, there should be cards in at least five different colors.
- All participants will require at least one marker pen of medium thickness in either black or blue. Red marker pens should only be used for marking.
- Pins in sufficient number.
- Introduce the participants to the methods and the three fundamental rules for filling out the cards
  - Only one thought or statement per card.
  - The statement must be able to be understood without any additional explanation.
  - Write clearly and legibly. No more than three lines per card.
- Read all of the cards before posting them on the board.
- Never leave out a card of your own accord. always make this a group decision.

**4. Charts and diagrams:** Charts are to be prepared before the start of the session in which they will be used. Information to be put on the charts is provided either in the trainer's guide under the activities or in the training materials.

The use of charts serves several useful purposes. The first is that they give participants and the trainer an opportunity to be active during a session because in many cases they are developed DURING a session. Getting participants to do their own write-up increases active participation and involvement.

Writers should be encouraged to use mixtures of coloured pens and then the charts can be left on walls or stands. This creates a relaxed cheerful mood and enhances an encouraging working ambience. Often it is easier to use diagrams to draw or represent something graphically rather than to talk about it. It is a way of de-verbalizing sensitive information.

## 5. Facilitation Hints

Introducing facilitation skills to a trainer has a paramount importance. **Facilitation** is an art and a craft. It is a craft in that the facilitator must know and follow the rules, learn how to pose the right question at the right moment and write clearly.

Facilitation involves assisting a group to determine and/or achieve a particular task such as clearly identifying and solving problems. However, to achieve the most effective outcomes you will look for and use the most appropriate processes for both the group and the focus, clarify the purpose and design the session with the client, question and listen actively, and ensure everyone has opportunities to contribute as well as challenge the participants to find the best results. You need to design and manage the process and allow the participants to provide the content.

In participatory training methodology, a distinction has been made between a facilitator and a subject matter expert. A subject matter expert is the trainer who provides knowledge, concepts and builds skills on the subject matter at hand. The role of the facilitator of the learning process is very different. This role needs special preparation and is a major challenge in participatory training. Interventions aimed at strengthening the learning environment, monitoring the learning process, adapting the pace

and depth of coverage etc. all requires skilful facilitation. Therefore, one of the first challenges of conducting a successful training program is preparation of the trainers to be facilitators.

Effective facilitation is about working with people and assisting individuals with their interactions and discussion. For the group to get the best results, it is important to understand and value differences in people – including yourself. How people think, learn and operate are a few of these complexities. If you can understand and apply these basic principles to the development and delivery of your facilitation you will go a long way to improving both the experience and the results of the group. The following are the most important hints for trainers to make an effective facilitation process.

## **6.1 Managing group dynamics**

### **Steering the plenary dynamics**

It is more difficult to satisfy everybody's needs in a plenary than in groups, therefore try alternate methods in a plenary – such as short inputs, questions and answers, discussion, brainstorming, and card collection. However, the use of individual methods should be kept short.

### **Dealing with different/difficult behaviour**

The best way to engage all participants is through asking everyone to give their opinion, without exclusion, on particular issues. The most effective method is through individual, anonymous card collection, followed by working in pairs and small group work.

Introvert and timid participants can be further encouraged by giving them special tasks, such as writing or presenting the group's output. Likewise, loud and extrovert participants can be managed by clearly explaining the rules of the workshop and the need to share and listen to everyone's ideas; and working in pairs while remaining in plenary.

### **Tackling conflict situation**

Despite careful presentation, misunderstandings in the training still arise from time to time and subsequently may develop into conflicts. Misunderstandings or general uneasiness should be recognized early before they cause damage.

- i. **Conflict between participants and the trainer:** Sometimes, a trainer feels under attack (e.g. a participant raises objection about the programme in progress and criticises the trainer at the same time).

#### **Box 2.24 Techniques to reduce the tension:**

- Stop; take a deep breath, pause, and count to three.
- Accept the situation. Recognize that the participant's need has not been satisfied and needs to be fulfilled.
- Show interest. Thank the participant for speaking up (It is always good for participants to express their time for reflection).
- Admit mistakes. In case the participant is insufficiently informed, apologise for not having given the information he/she needed. Or, thank the participant for stating his or her concerns.
- Offer something. Make a proposal for linking the interests of the minority with those of the majority.



- ii. **Conflicts between participants or groups:** While not having much of an effect on the trainer who stays neutral, conflict between participants or groups can impact the entire training dynamics. A conflict prevents the group from concentrating on the content and the emotions (anger, frustration, jealousy, etc) can divert the focus. The group may not return to work until the trouble has been resolved. Generally, the aim of conflict management is to eliminate disruptions so that the group can return to work and participants have the feeling that they have been understood. Conflicts among participants can usually be prevented in terms of one of the ways described in Box 2.25.

**Box 2.25 Ways to prevent misunderstandings and conflicts in training:**

- Good preparation (including alternatives) reduces conflicts.
- Any type of “contract” with participants (=objectives and expected outcome) or agreement (such as the ground rules), explicitly aimed at creating transparency on consent and procedure- usually the two main sources of misunderstanding.
- Selection of right method (alternating methods could give everybody a chance to feel heard).
- Paraphrasing of mirror ideas and feelings. Some participants do not directly express what they mean and others fail to understand the messages. The facilitator is the person who has understood what is being expressed and can help the others grasp the unclear ideas by paraphrasing.
- Illustration through the use of visual aids is a way of paraphrasing unclear ideas.
- Careful group formation (which requires information on participants’ profiles).

## 6.2 Motivating and enhancing participation

### **Starting/continuing discussions:**

- Use open question (why, what, how)
- Limit your comments only to the most necessary, and invite participants to speak up.
- Directly address certain participants who have not had the chance to share their thoughts.
- Start with a provocative statement or a question that forces participants to express their opinion in a decisive manner.

### **Clarifying participant’s statements or questions:**

- The trainer admits lack of clarity in understanding a participant’s statement or question and asks to reformulate what has been said.
- Find out the reason: participant spoke too soft, unclear pronunciation, accent, etc. Ask soft-spoken participants to speak louder. For unclear pronunciation or unfamiliar accent, meet the person individually and explain your difficulties.
- Seek support of co-facilitator; perhaps he/she has a clearer grasp.
- Ask other participants if they can help elaborate on an unclear statement or question.

### **Avoiding a school teacher presence:**

- Teachers are often criticized because they correct, call for attention, praise, and ask guiding questions. These are behaviours that do not match with adult learning process. To avoid being labelled as teachers, trainers need to acknowledge participants’ contributions by paraphrasing their views and allowing them to add to them or to discuss/debate on ideas. Facilitators should refrain from judging participants’ ideas and from imposing their ideas as “truth”. Participants live in different situations, and their experiences have to be respected and acknowledged.

### 6.3 Dealing with questions from participants

Questions from participants can at times make a facilitator feel insecure. There are also instances when questions also convey implicit or hidden statements, criticism of methodology, or in general an expression to provoke uneasiness. A trainer as facilitator has to learn to distinguish two types of questions from participants, those that relate to content and to methods.

#### **Content –related questions**

If it is a question of understanding an issue linked to a previous presentation, the trainer can quickly give an answer. Other questions may be an expression of an opinion. Then a trainer has to decide whether the time allows for the start of a discussion or whether to delay answering the question until a more appropriate time. See the tips in Box 2.26 below.

#### **Box 2.26 Tips to respond to participants' content-related questions:**

For each question, it is necessary:

- To acknowledge it (by nodding, thanking, etc.);
- To paraphrase in order to check whether it has been understood correctly by the facilitator and the rest of the participants;
- To understand whether it requires an immediate answer;
- To write it on a card and place on the parking lot, if it cannot be handled immediately. But make sure that there is time reserved to tackle the questions/clarifications before the end of the workshop.

#### **Method-related questions**

Normally, the trainer as facilitator is the “method expert”. But if the suggested method(s) is refused by the participants, there is a need to analyze the situation. The causes can be: the task involved is unclear; participants do not know how to approach the task expected of them or are tired; there is lack of variability in method; or there is conflict between participants. The following suggestions in Box 2.27 may help address the situation.

#### **Box 2.27 Tips to respond to participants' method-related questions:**

- Elaborate the task/question on a board and ask for clarification questions before sending participants to work;
- Give an example so that participants know what is expected of them and how to approach the task assigned;
- Interrupt with an energizer, or have a tea/coffee break, if participants are tired;
- If groups are lacking a “critical mass” to discuss a particular group task, let two groups to come together to allow better interaction.

## 6. Presentation skills

To really succeed at presenting and build up effective presentation skills, there are several key areas that you need to become skilled in. And once you have mastered these skills you will be able to create a presentation with a clear message and deliver it with confidence.

### 7.1 Fundamentals of good presentation skills

No one is born as a trainer but for some people it is less difficult to face an audience than for others. We can improve our presentation skills by practicing, this is very important to be clear in our mind what we want to say, when and how.

Try to practice your presentation before a test audience such as your work colleagues or your family as they may not be familiar with some terminology you may use. As it is very important to ensure that all participants (regardless of their background) understand what you mean, this will help you find ways to explain technical concepts in normal language. When conducting the session during the actual training course be aware of the following tips in Box 2.28.

#### Box 2.28 Tips to improve presentation skills:

- **Knowledge of the subject:** research the topic if needed. Make sure that you are able to answer most questions. If you do not know something, be honest about it. You can ask your colleagues, or if you are alone: tell the audience that you will get back to them later in the day.
- **Regulate your breathing:** When we are nervous we tend to forget and this can lead to tension. Sometimes it helps if you have something in your hands that you can put down; it can help you regulate your breathing.
- **Vary vocal pace, tone, and volume:** A monotonous tone may lose participants' interest.
- **Looks (personality, dress, appearance):** our looks should not be too distracting for the audience. Avoid shiny or noisy jewellery and very bright colours.
- **Interaction:** try to include the audience by calling their names. This shows you are interested in them and that you believe they have something to contribute to the session.
- **Structured presentation:** any presentation has its own introduction, body and conclusion.
- **Motivate your learners to pay attention:** gain the interest of your learners.
- **Keep in mind the principles of adult learning.**

### 7.2 Body language of a trainer

The body language (non-verbal communication) of a trainer is very important; it can make or break the training. Body language impacts a great deal of how we communicate, and can reflect quite accurately what is going on inside us and also inside the trainees. There are several aspects we need to think. See the following tips in Box 2.29.

#### Box 2.29 Tips to improve non-verbal communication skills:

- **Dress code:** the way you dress as a trainer is important. Often the first day of a training course is more formal since some officials may attend the opening sessions.
- **Body movements and posture:** to include all participants it is advisable to move around.
- **Eye contact:** try to scan the audience to see if all participants are paying attention.
- **Confidence:** there is a balance between being humble and confident. Always remember that participatory approaches are about co-learning, we learn every day from a variety of people including our trainees!
- **Voice:** Nonverbal speech sounds such as tone, volume, rhythm are important communication elements. When we are nervous we tend to speak faster which may be a problem for some trainees to follow especially if the training course language is not their mother tongue. Be aware of this and make an effort to speak slowly.

you can use to enable individuals and the group to further explore even further their understanding of an issue or development of an option.

As facilitators you can help the group become more active and effective listeners. Hugh Mackay in his book *'The Good listener – better relationships through better communication'* provides **seven tricks of the trade to better listening** (pages 167-174). The following are extracts.

**Box 2.30 Some of the things good listeners do include:**

- **They receive the message before they react to it** – they try to postpone judgements until they are sure they have understood what is being said.
- **They resist the distraction offered by 'trigger words'** – these unleash the tendency in us to stick with the comfortable, the familiar and the self indulgent.
- **They ask themselves "What can I do about this?" "How can I use it?"**– when we try to communicate with someone we need to ensure that our message is relevant to their interests, needs and concerns.
- **They work hard at listening** – because listening involves physical effort, we can be easily distracted from it. For that reason we may try to simplify the job of listening by simplifying the message we are hearing.
- **They harness their thought-speed** – good listeners use up as much mental capacity as possible in the listening act.

## 7. Steps in Participatory Training

Participatory training process emphasizes a systematic and comprehensive effort to design, conduct and evaluate training program. It comprises of a series of steps in three distinct phases. The pre-training phase focuses on designing of training program. During training phase, focus is on group facilitation, debriefing and consolidation and creating conducive learning environment. The post training phase includes such steps as evaluation, follow up and report writing.

### 8.1 Pre-Training Phase: Designing Training

This is the most critical and most creative component of the training program. It comprises of the following steps.

1. Conducting learning needs assessment. What do participants want and need? What does the organization want and need?
2. Formulating objectives based on organizational and personal needs.
3. Identifying content from the objectives.
4. Sequencing the content. How to start a program and end it? How to sequence the various contents to develop the pace for learning?
5. Choosing the methods.

#### 1. Conducting Training Needs Assessment

A training needs assessment is the process of identifying the requirements in a given situation, in this case, what the trainees in the training need to learn.

#### Why is training-needs assessment vital?

- To develop long and short range plans of action
- To help set priorities
- To develop support and stimulate action
- To design training that will provide the participants with the knowledge, skills, and attitudes needed in their jobs.

### How is one to assess training needs?

Broadly, there are three sources for identifying training needs of a particular group. Although they are independent sources for gathering information, you must consider them as complementary to one another in order to prepare a consolidated list of training needs. The three sources are:

- **Job descriptions** of the job or task that learners perform give insight to the learning needs of the group. The nature and requirements of their work become a source of information about their learning needs. This exercise can be done for each individual learner, for the entire group of learners as well as for an organization as a whole.
- **Existing records, documents and other such materials** can also become useful sources of information. These records may be minutes of meetings, progress reports, performance review documents, etc. They can also be records of events and problems that a group of learners might already have worked on.
- **Previous training conducted with the same learners and reports of the session** could also be a source of useful information. Some time these reports may also have future learning need assessment.

### Result of need assessment

- A needs assessment identifies the gap between the present situation and the desired situation.
- You can examine both present and desired behavior, knowledge, skills and attitudes.
- You can collect data, which will be useful in the evaluation stage. See Box 2.31 for Dos and Don'ts.

#### Box 2.30 Dos and Don'ts:

##### Dos

- Make systematic and comprehensive design efforts
- Know background and need of the participants.

##### Don'ts

- Borrow standard formats and designs from others
- Fit session to requirement and availability of trainers, training institutions and resource persons availability
- Organize materials and locations to suit the need of trainers, training institutions and budgets
- Identify content to suit the methods.

(Source: Mehta-Bhatt and Nyangaga, 2011)

## 2. Defining Objectives

What is meant by defining objectives? An objective is a specific statement of what a participant must be able to do to demonstrate that he or she has achieved the knowledge, attitudes, and skills necessary to complete a task.

Each objective must be SMART:

**Specific:** It must state exactly what the participant will do.

**Measurable:** It contains quantitative terms (e.g., numbers, percentages).

**Attainable:** It is possible for the participant to accomplish.

**Relevant:** It is related to what is needed on the job.

**Time Bound:** It states how long achieving the objective will take.

### Why should we define objectives?

- All learning needs do not get fulfilled through a single training program. We have to make a choice of those learning needs that can actually be addressed in a structured, systematic and planned training program.

- Foci of learning can be classified in three ways.
- ❖ The first is **knowledge** i.e. gathering of information, concepts, and ideas. This is “**cognitive learning**”- it includes mental, abstract and intellectual effort.
- ❖ The second focus is called **awareness where an emotional appreciation** of the issues is done, i.e. **changing attitude**. It includes themes like motivation, commitment, values, emotions, (matters of heart) etc.
- ❖ The third focus of learning is to **build skills** in specific area, for example, skills in *apple tying down* and training.

Objectives serve to relate the content of the training to the knowledge, skills, and attitudes identified in need analysis, which is based on the desired job performance of the participants. They make planning and implementation of training focused, effective, and efficient. They are the standards used to evaluate the training.

### How do we define objectives?

- 📚 Determine skills, facts and attitudes which learners already have and identify those they need to learn (expectations). In the training workshop stress only those facts that participants **MUST** learn to be competent in their work.
- 📚 Use active verbs when writing objectives.

### 3. Identifying Content from Objectives

Once we have derived the objectives of a particular training program precisely, the next task in designing is to identify the content, which will help us to achieve those objectives.

In identifying the content, we once again need to look at:

- Who our learners are?
- What is their level?
- What is their starting point?
- What do they already know?
- How much detailed information can be given?
- Which combination of learning foci needs to be emphasized with that group of learners?

### 4. Sequencing Content

Having identified different content areas, the sequence or flow of different contents needs to be specified. The important thing in sequence is to determine how the entire training program will flow from the beginning to the end and how one content area follows another.

### 5. Choosing Methods

The last step in the process of designing is selection of appropriate methods. In this area of work, we use learning- training methods as these address each focus of learning directly.

If the focus of learning is **knowledge**, concepts and information, it can be best provided through what is known as the lecture method. The other methods of acquiring new knowledge could be demonstration, field visits, etc.

When the focus of learning is **awareness/attitude**, the existing experience of learners can be utilized. Methods appropriate for awareness have been called structured experiences because they make structured use of either the past or the present experience of learners or others. For such purpose methods like group discussion, role plays, case study methods, etc. could be used.

The third focus of learning is the learning of **skills**. No skills are learnt without practice. For building the skills of participants' methods like demonstration, case study, role plays, simulations, etc. are used.

## 7.2 During Training Phase

### **Learning Environment**

All adult learning setups endeavour to create such learning environments as provide free and fair scope of participation in learning processes. We will discuss the key issues involved in making the learning environment participant friendly and something to enjoy and benefit from.

### **Small Group Facilitation**

One of the key components of the participatory method is the emphasis on multi disciplinary teams of learners. By working as a group the team members can approach situations from different perspectives, carefully monitor each others' work and carry out several tasks simultaneously. The trainer needs to know the ways in which groups perform. For details, see the section entitled "Facilitation Hints."

### **Participation**

Participation is a fundamental process within a group. If members do not participate, the group ceases to exist. Mere physical presence and being vocal does not mean that participation has taken place. Levels and degrees of participation vary.

It is important to identify and tackle indifferent and uninvolved members who are there in a group but actually are not interested in the activities of the group.

### **Debriefing and Consolidation**

Debriefing and consolidation following an experiential learning situation are very necessary. If the learners have gone through a moderate to intense emotional experience, it is necessary to allow them some time to get out of that emotional framework otherwise they can get too involved and carried away.

Debriefing consists of eliciting from the learner or learner group- their feelings, emotions, experiences and whatever else the trainer might feel is necessary.

- ❖ The debriefed information must be noted down publicly (published).
- ❖ The trainer must provoke analysis on the information presented, enabling the derivation of broad principles (processing).
- ❖ The debriefed information needs to be put into a real life context, so that people can relate to it in a broader framework (generalizing).
- ❖ Wherever necessary the trainer must provide additional information for the learners to arrive at the broad principles (generalizing).
- ❖ The debriefed information needs to be put into a real life context, so that people can relate to it in a broader framework (application).

## 8.3 Post Training Phase: Monitoring and Evaluation

### **A. Monitoring and Evaluation**

Monitoring and evaluation are processes of collecting and analyzing information in order to assess the effectiveness of the training session.

**Monitoring** is essentially an ongoing process to ensure that the training program is on track and that the pace and content of learning remain relevant to the group of learners. The pace of learning is closely observed to adapt its pace and depth to the requirements of learners.

**Evaluation** in the context of participatory training means the systematic eliciting and analysis of feedback information about the relevance and impact of the training in order to assess whether learning or change has been effectively brought about. It is not aimed at being judgmental; rather, it brings out strengths and weaknesses. It helps to reflect on and consolidate present learning for participants, it also helps trainers modify and revise the program, and strengthen future programs.

### When to Evaluate?

Evaluation can be done daily, mid-term or immediately after the training and at specified intervals after the training. The following table shows a general overview of monitoring and evaluation of training.

Table 2.1 Monitoring and evaluation at a glance

<b>When?</b>	<b>What?</b>	<b>How?</b>	<b>Process</b>
Daily	Content, processes, session flow, logistics language.	Mood meter Recap Large group discussion Steering committee Observations	Monitoring
Mid Training	Pace of learning, groups, stages, design.	Using questionnaires Large group discussion With different groups of participants	Monitoring & Evaluation
Post Training	Achievement of objective, Learning Material and logistics Trainers Understanding awareness and skills developed.	Questionnaire Large group discussion Open space and standard considerations	Evaluation
After some time	Impact of training Attitudinal and behavioural change Follow-up support	Field Visits Impact assessment study Organizing meetings/ workshops	Evaluation



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