10 PARTICIPATORY TRAINING

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Structure

Learning Objectives

After completing Unit 10 it is expected that you would be able to

❖ Discuss principles of participatory training in the context of adult learning.

❖ Describe the various steps in pre- and post phases of participatory training.

10.1 Introduction

Unit 10 will familiarize you with the concepts and issues of participatory training. In the section 10.2 we critically assess the conventional training programs and discuss the principles underlying adult learning and participatory training. This section will end with a consideration of spheres of influence during interaction inside training rooms. Section 10.3 deals with steps in participatory training. Since this subject is too vast and some of its areas have already surfaced in Unit 9, we have opted to discuss only pre- and post-training phases in Unit 10. In-training phase or learning environment is the theme of an independent unit, and in Unit 11 you will read details about this phase of participatory training. In Unit 12 you will have an opportunity to read about participatory methodology and materials. Since the theme of participatory training is of key significance for adult educators, we have covered it in several units. We hope this extra emphasis will provide substantial inputs to PALDIN learners.

Participatory Training

Training is a learning process, which involves learning of new skills, concepts and behavior.

10.2.1 Conventional Training

The conventional training adopts a trainer centric approach where trainer becomes a central point around which the entire process revolves, while learners adopt a passive role. Figure 10.1 shows the conventional method of training.

Source: www.rhrc.org/resources/general_fieldtools/toolkit
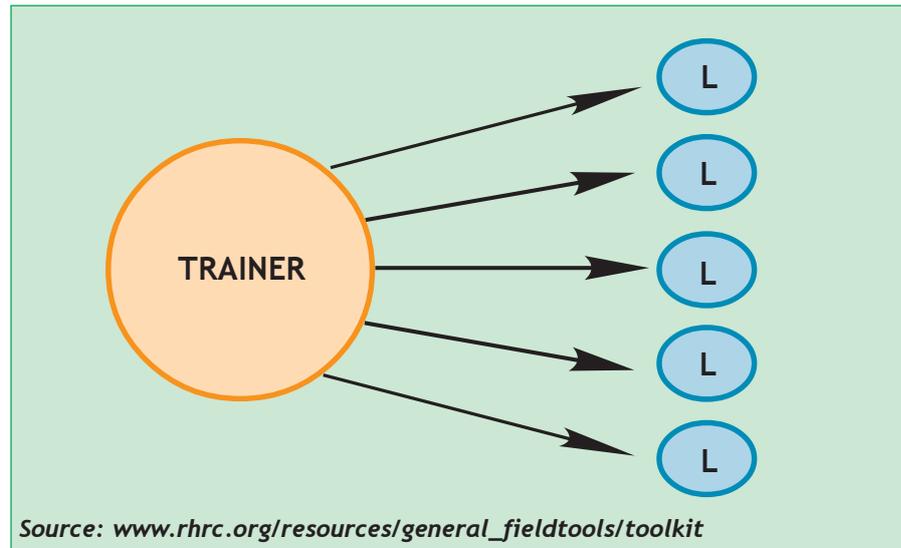
Figure 10.1 The Didactic 'Trainer' ‡'Learner' Method

In the conventional training

❖ Relationship between the trainer and the learners is in the mode of teacher and students relationship.

❖ The trainer and the training institution have the responsibility of training.

❖ The trainer defines what the learners need to learn and how these learning needs can be met.

❖ Learners learn what the trainer teaches; have little knowledge about the topic and have no experience to share. Learning is simply a function of the capacity of the learners to learn and the ability of the trainer to teach.

❖ The trainer is considered important because she/he is assumed to be knowledgeable.

When we view this method from adult learners' vantage point we find that this method is not an effective training model. It disregards learners' knowledge and experience. Adults generally learn better and remember what they learned when they:

❖ Hear information

❖ See demonstrations and illustrations

❖ Discuss information and ideas, and

❖ Practice techniques

Participatory training deals with adults and as such, has its theoretical base in the principles of active learning and adult learning.

Activity 10.1

What are, in your opinion, the key methods of adult learning? Write your answer with illustrations from your experience in adult learning.

10.2.2 Principles of Adult Learning

❖ Adults come to the learning situation with a well-defined perception about one's self. Low self-concept blocks new learning. Low self-concept may have been due to their perception of their past experiences of marginalization. Building their self-concept can facilitate their learning.

❖ Adult learning is an emotional experience. The act of learning creates anxiety, stress, fear, frustrations or helplessness. This needs to be understood and handled with sensitivity.

❖ Adults usually come with an intention to learn. If this motivation is not supported they will withdraw. Learning improves when self-directedness is encouraged, when they identify what they need to learn and do. Therefore, the learning content needs to be derived from their needs and methods must be based on mutual respect between the learner and the trainer.

❖ Adults are voluntary learners. They enter learning programs to seek solutions to their immediate and personal needs and to accomplish things to improve their lives and to gain control over their lives. The here and now feeling must be respected and recognized to keep them motivated to learn. The solutions to their problems must come from their understanding and analysis and must be congruent with their life style and functioning.

❖ Adults learn best in an atmosphere of active involvement and participation. Learning is an active process conducted in an atmosphere of openness and encouragement. It is not just taking part in a pre set program; instead the learners participate at every stage from planning the agenda, choosing methods to self-evaluation.

❖ Adult education helps groups to organize, stay together and grow. People develop their creativity and insights when working with others to identify and solve problems. Collectively they recognize their knowledge, skills, interests and ability to act.

❖ Success reinforces learning. When people succeed in their activity, their satisfaction motivates them to get more involved. It is often best to begin with a small and immediate problem. Successful solutions of the problems will empower them to face problems and expand their vision of the future.

❖ Participation is difficult when there are financial, physical, or socio-political constraints. Learning takes place when learners are not under stress; when learning environment is safe and supportive.

❖ Different adults learn differently. This necessitates use of diverse sets of learning methods to enable the learner and the learning process.

The adult learning model applies the adult education principles to participatory training programs. Learners actively participate when the principles

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and practices of adult education forms the basis of training program. They learn quickly and retain new knowledge and skills. The implications of adult education principles for training are summed up in Box 10.1.

Box 10.1 Implications of Adult Education Principles	
Adult Education Principles	**Implications for the training plan**
Adults learn best when they perceive learning as relevant to their needs	❖ Provide "real life" situations and emphasize the application of learning to real problems. ❖ dentify learners' needs and what is important to them.
Adults learn by doing and by being actively involved in the learning process.	❖ Provide activities, which require active participation of learners. ❖ Provide activities which involve the learners as whole people: their ideas, attitudes, feelings, physical being.
Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences.	❖ Use a variety of training techniques. ❖ Establish an atmosphere of respect and understanding of differences.
Participants bring relevant and important knowledge and experiences to the workshop.	❖ Provide opportunities for sharing information. ❖ Discuss and analyse participants' experiences. ❖ Use participants as a resource and encourage them to participate and share their experiences.
(Source: www.rhrc.org/resources/ general_fieldtools/toolkit/)	

10.2.3 Principles of Participatory Training

The salient features of participatory training principles are as follows.

❖ Participatory training is participant centered. The training rises out of specific needs of participants as articulated by them.

❖ The learning not only imparts new knowledge but also generates awareness and builds skills.

❖ Learning is derived from the experiences of the learners. Experiential learning is crucial to participatory training.

❖ Participatory training requires a learning environment where learners and their experiences are valued and they feel psychologically secure and safe to unlearn, try their new ideas and share their experiences.

❖ Participation of learners in the entire training process is valued. Consequently they develop their own

norms, values and take responsibility for their own learning.

❖ The role of trainer is very crucial. The trainer believes not only in the participatory principles, but demonstrates it as a way of life.
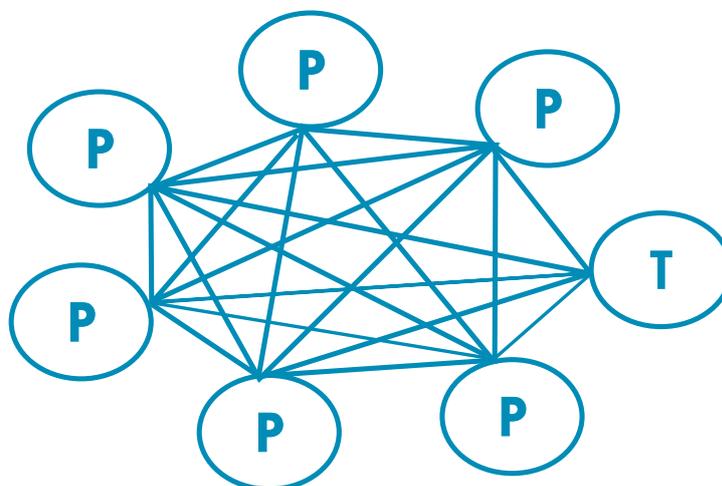

Figure 10.2 Active Learning Method of Participatory Training.

Figure 10.2 shows the pattern of active learning and Box 10.2 gives the roles and functions of both the trainer and the learners in participatory training.

Box 10.2 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/)

10.2.4 Spheres of Influence

The training program design is perhaps the most difficult task as factors outside the training sphere influence the interaction inside the training room. Interactions within training are influenced, enhanced or impeded by the wider spheres where training policies are formulated and decisions are made. For instance, the trainer who follows a bottom-up problem oriented conscientization processes might face problems if operating in a highly centralised political framework. Figure 10.3 helps us to understand the ways in which interactions within a training room is influenced by the wider spheres outside the training room. An initiative in any one of these circles can cause ripples in both ways. When resources are scarce, institutional attitudes are rigid and directive; designing a participatory training program can be full of constraints.
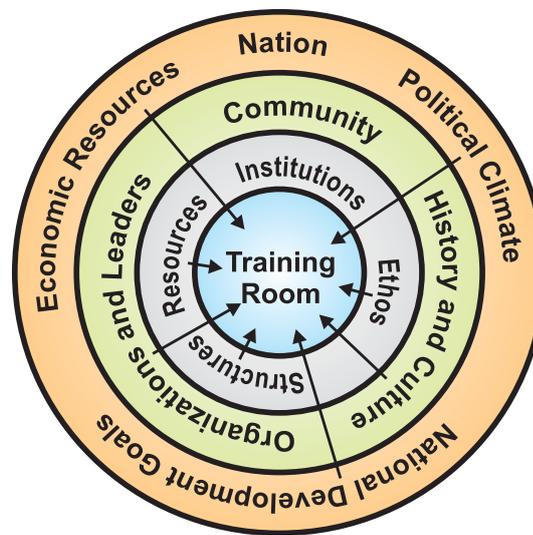
Source: United Nations Centre for Human Settlements (Habitat) (1988: 27)

Figure 10.3 Influence of Wider Spheres on the Interaction inside the Training Room

As someone involved in training program you might be situated in any of or more of these circles:

❖ You might be a member of staff of an institution engaged to provide training

❖ You might be an official of a govt department charged with the responsibility of planning training programs

❖ You may be an advisor working for international agency with responsibility for collaborating with implementing organizations in planning and implementing training

The preliminary identification of spheres and roles make distinctions between levels of decision-making when we consider the variety of steps in program design.

Activity 10.2

Make a chart or diagram to indicate how wider spheres have influenced your interaction during a training program.

10.3 Steps in Participatory Training

Further, 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. We will here first discuss the spheres of influence and then go on to pre-, during and post-training phases of participatory training process.

10.3.1 Pre-Training Phase: Designing Training

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

a) Conducting learning needs assessment. What do participants want and need? What does the organization want and need?

b) Formulating objectives based on organizational and personal needs.

c) Identifying content from the objectives.

d) Sequencing the content. How to start a program and end it? How to sequence the various contents to develop the pace for learning?

e) Choosing the methods.

a) Conducting Training Needs Assessment

What is meant by 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 workshop need to learn. If we are engaged in a program of basic education and we want to promote a deeper commitment on this issue in the village education committee, then the members of the village education committee become the learners.

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 a workshop that will provide the participants with the knowledge, skills, and attitudes needed in their jobs

How is one to assess training needs?

❖ Identify the information needed
❖ Identify the sources of information

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. See if the job description is complete and accurate. (Add or revise tasks as needed.)

❖ 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 10.3 for Dos and Don'ts

Box 10.3 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 pf 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: PRIA (110106): Insights to Participatory Training. New Delhi. PRIA. Mimeo)

(Source: PRIA (110106): Insights to Participatory Training. New Delhi. PRIA. Mimeo)

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b) 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

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 learning of knowledge i.e. gathering of information, concepts, and ideas. This is "**cognitive learning**"- it includes mental, abstract and intellectual effort.

❖ The second focus of learning is called **awareness where an emotional appreciation** of the issues is done. 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 vaccination.

This framework of learning helps us to separate and clearly specify the objective of a particular training program.

❖ Objectives serve to relate the content of the training to the knowledge, skills, and attitudes identified in task 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 (see Figure 10.4).

❖ Use active verbs when writing objectives. See Box 10.4 for looking at active use of verbs.
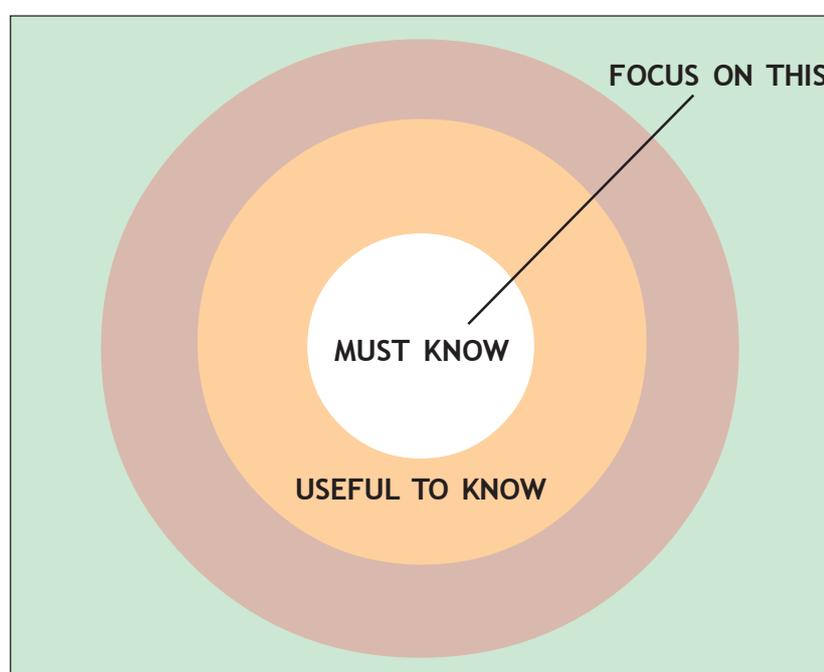
Source: www.rhrc.org/resources/general_fieldtools/toolkit/

Figure 10.4 Focal Point

> **Box 10.4 Illustration: Participatory Training on Panchayati Raj**
>
> **Expectations of the trainees·**
>
> To acquire information and knowledge on
> ❖ Panchayati Raj System, 73rd Constitutional Amendment Act in rural development, empowerment of women and dalit
> ❖ Practical grassroots experience with gram panchayats
> ❖ Ways to communicate the essence of Panchayati raj system to rural masses
>
> **Objectives**
>
> ❖ To develop an understanding of Panchayati Raj System with special reference to 73rd Constitutional Amendment Act and its role in community development and empowerment
> ❖ To sensitise the development workers to strengthen gram sabha and gram panchayat
> ❖ To develop an understanding of various low cost methods of communication to spread the message of Panchayati raj to marginalized sections of society.

Result of defining objectives

The objectives of training program are directly linked to what the learners' need to learn.

> **Activity 10.3**
> Describe how, in a need assessment exercise, that you may have carried out during your career as adult educator, you have identified the needs for a program and how you have defined the program's objectives.

c) 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?

For example, a training program to generate greater commitment towards education of the girl child among members of the village education committee has to be conducted. This would require an emphasis on creating awareness rather than skills because the village education committee is not directly responsible for teaching; that is the job of the teacher.

The elaboration of content in order to respond to each of the objectives of training requires considerable knowledge of the subject matter. Experts may have to be consulted. Yet, it must be ensured that the content is appropriate to the level of learners and not overly detailed.

D) 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.

There are several important considerations when determining a useful sequence. Logically sequenced content takes learners step-by-step from on~ pace of knowledge and learning to other. Sequencing of the content can be done in the following ways:

❖ First, the content related to the individual is dealt with followed by content related to the group, moving on to the community and then to the society. It is a micro to macro sequencing of contents (see Box 10.5 for an illustration).

❖ Second, the sequence moves from society to community to the group followed by self. This is macro to micro sequencing (see Box 10.6).

❖ Third, is a combination of these two sequences, where one starts with macro, comes to micro and then moves again to the macro level. The sequence flows from society to community to group to self and back to the group to community to society.

Box 10.5 Illustration: Micro-Macro Sequencing of Contents for a Sensitization Workshop on Violence against Women

Day 1	Session	Method
10.30 am-l0.30 am	Welcome Introduction	
10.30 am-11.00am	Tea	
11.00 am- 1.00 pm	Issues and challenges concerning women	Individual exercise and group discussion
1.00 pm- 2.00 pm	Lunch	
2.00 pm- 4.00 pm	Violence against women: personal experiences	Individual case studies and open discussion
4.00 pm- 4.30 pm	Tea	
4.30 pm- 6.00 pm	Video on strategies to combat violence against women	Video and open discussion
Day 2		
10.30 am - 11.00 am	Perpetuation of violence against women: Psychological and family analysis.	Case study and discussion
11.00 am-11.30 am	Tea	
11.30- 1.00 pm	Perpetuation of violence against women: Societal analysis	Case study and discussion
1.00 pm-2.00 pm	Lunch	
2.00 pm - 4.00 pm	Strategies to combat violence against women	Lecture
4.00 pm- 4.15 pm	Tea	
4.15 pm- 6.00 pm	Individual strategies to overcome violence against women	Individual assignment and group discussion

Box 10.6 Illustration: Micro-Macro Sequencing of Contents for a Sensitization Workshop on PRIs: For first time Paradhans of Panchayats		
Day 1	**Session**	**Method**
9.30 am-9.30 am	Welcome Introduction	
9.30 am-11.00am	Tea	
11.00 am- 1.00 pm	Perspective on development and participatory Development	Buzz group and lecture
1.00 pm- 2.00 pm	Lunch	
2.00 pm- 4.00 pm	73rd constitutional amendmentsalient points	Lecture
4.00 pm- 4.30 pm	Tea	
4.30 pm- 6.00 pm	Video on PRI functioning	Video and open discussion
Day 2		
9.30 am - 11.00 am	Roles and responsibilities of Pradhan	Lecture
11.00 am-11.30 am	Tea	
11.30- 1.00 pm	Factors promoting and hindering functionaing of Pradhans	Case study
1.00 pm-2.00 pm	Lunch	
2.00 pm - 3.00 pm	Presentation of group report and discussion	
3.00 pm- 3.30 pm	Tea	
3.30 pm- 5.00 pm	Plans for applying learning to own work	Individual assignment and group discussion

e) 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.

❖ For literate participants, reading materials can also be provided. But the quality, level and appropriateness of those materials need to be ensured.

❖ Other aids like flip charts, posters, transparencies etc. may also be used. But essentially the purpose of lecture either by one person or by a panel of persons is to provide additional information, new knowledge and concepts to the group of learners.

When **the focus of learning is awareness,** 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.

❖ Group discussion as a vehicle for learning is one such example. Learners in a small group share their experiences and critically analyze them to develop new insights and appreciate the issues involved.

❖ Exercises and simulations generated during the training program are other examples of structured experiences. These make use of the experience generated during the training itself.

❖ Role-play is another example of structured experience. It encourages the learners to enact a part of the reality they have observed or experienced. Role-play also promotes awareness.

❖ The case study method is useful in situations where other people's experiences are used for the learning of a group. The case study may be written, oral, audio, or audio-visual.

The third **focus of learning is the learning of skills.** No skills are learnt without practice.

❖ Apprenticeship is a long-standing method of learning skills. Be it playing a sitar or repairing of scooters, in both cases the model of practice is apprenticeship. During the training program itself, methods should be such that allow practicing of skills by the learners.

A sketch in Box 10.7 demonstrates how objectives and methods are related.

Box 10.7 Inter-relationship between Objectives and Methods

Imparting knowledge	Developing skills	Changing attitudes
Lecture	Demonstration	Discussion
Reading	Practice	Practice
Case study	Case study	Case study
Audio visual	Simulation	Simulation
Presentation	Role play	Role play

The choice of the learning method is a crucial determinant of an effective training program. Following the above steps, a time schedule is set. Ideally the length of the training program is determined by assessing how long it would take to achieve the training goals. However, in reality a number of constraints affect the decisions such as willingness of the employers to release their staff, and willingness of the trainees to be away from their families if the training program is a residential one. Therefore, important consideration would be the time given to the project work in the field, theoretical study and simulated practice in the training centre. Participatory learning depends upon the availability of materials. Sometimes the program planner will have to prepare

learning materials; and provide learning resources where they do not exist such as a library or information resource centre. Resource persons are identified if needed. It is important that resource persons have experience of field practice as well as academic knowledge and teaching expertise. Unless we have this we shall not be able to engage in problem solving, reflective, experiential mode of training. You cannot tap and share the experience of others if you yourself lack it.

Activity 10.4

Imagine that you are to select a method for developing skills of adult learners. Your colleague has suggested the following considerations for selecting a method. Do you agree with your colleague? Or, would you rather consider some other issues?

❖ Who are the learners and what is their background?
❖ How to create a conducive-learning environment?
❖ Availability of physical infrastructure, material and other resources.
❖ Size of the learning group and facilitator.
❖ What are the trainers' capacities and competence?

10.3.2 Post Training Phase I: Monitoring & Evaluation

We have discussed in detail the concept in Unit 8. In this section we shall understand the process in the context of participatory training.

A. Monitoring and Evaluation

What?

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

Monitoring is essentially an on going 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.

As an on going assessment process, monitoring can take several forms:

❖ Predominantly, it is an exercise done by the trainers themselves; it may include a group of learners from time to time. The mechanism of a steering committee that reviews the day's proceedings at the end of the day is a practical example.

Field Illustration

At leadership training for presidents of village forest committees, the facilitator asked for three volunteers each day, to form a steering committee. The responsibility of the steering committee was to monitor the progress of the day's proceedings, inside and outside the training hall. They were asked to informally enquire from other participants their opinions about the training program, the day's sessions, and the methods used, about logistics and other administrative and learning related components. Each evening the steering team briefed the facilitator team about the perceptions of the participants and also provided suggestions for enhancing the effectiveness of the training program. The steering team thus played an important role in guiding the training program in right direction and at the correct pace.

❖ Monitoring can also be done through daily or weekly reviews conducted in a somewhat more structured and formal manner. Clearly, one has to be on top of the learning process during the training in order to being able to utilize the feedback from monitoring.

❖ Monitoring by trainers and facilitators entails observing learning processes as they occur during a training program. This observation can also focus on a specific individual or sub-group in order to ensure that they participate actively in the learning processes.

(Formal and more structured mid-term reviews can be undertaken during the training program to elicit a feedback from the participants. But this is not a substitute to the requirement of ongoing and continuous monitoring of the process of learning of various learners, their sub-groups etc.

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.

Traditional evaluation practices seek passive involvement of learners, who are usually the objects of evaluation. The evaluation is often one sided, by the trainers, who may not even share results of the evaluation with learners.

Characteristics of Participatory Evaluation

❖ **Shared Control**: Both the learners and the facilitator maintain shared control over the process of evaluation.

❖ **Developmental**: It helps in strengthening the training program by working out the difficulties faced by learners and trainers; it is intended as a developmental intervention.

❖ **Awareness raising**: It leads to a process of collective awareness raising. All the learners and the trainers are aware of what is happening to them at a given point of time.

❖ **Empowering**: In this methodology, information is shared with the group and the learners maintain control over the process of evaluation. As an outcome, it becomes an empowering experience.

❖ **Mobilization**: Learners are motivated towards contributing to the effectiveness of the training program through such an evaluation process.

Why?

Monitoring and evaluation activities are conducted to improve the quality of the training and to determine whether the participants have acquired the knowledge, skills, and attitudes necessary to do their jobs. The results of monitoring and evaluation are also used to plan future training workshops.

The Evaluation Process
In evaluation of participatory training, we assess changes in the learners, and overall effectiveness of the program, including the trainers. The assessment is not only during the program but also after the program is over.

In the context of learners

Some of the important aspects evaluated in the learner's context include:

❖ Attitudinal change- Has the training brought about any changes in the attitudes and values of the learner? Does the learner perceive certain significant changes in his/ her orientation to people, work, and self-etc.? Is there a feeling of personal growth?

❖ Behavioral changes- Have the learners shown any behavioral changes during the training program? Have they noticed any behavioral changes at home / work after the program?

❖ Conceptual development- Has knowledge about relevant topics increased? Has that knowledge been useful during transactions at work? Has there been exposure to processes that the learner knew nothing about before the training?

❖ Performance changes- Has the training contributed to an improved performance? Have there been any distinct changes in the functioning of the individual learner in the field of work?

In the context of Training Program
Following are some of the important aspects, which we evaluate in the context of training:

❖ Training objectives- Are the objectives realistic, simple and relevant? Have they been achieved? If so, to what extent?

❖ Contents and training methods -Is the content of the program adequate and meaningful? Are the training methods appropriate? Do they facilitate or hamper learning?

❖ Group process- Are the groups functioning effectively? Is the group process contributing to learning or hampering it?

❖ Trainers- Are the trainers keeping pace with the learners? Are they too slow or too fast? Are they sensitive to the learners' needs? Are they competent?

❖ Learning materials- Are they well organized? Are the learners finding them relevant? Are materials appropriate to the contents?

❖ Physical equipment- Is the training venue comfortable? Are the living arrangements suitable? Are the food arrangements satisfactory? Does the physical environment facilitate learning, or hamper it?

How to Evaluate?

It is important to obtain valid and authentic information for evaluation. Individual learners have their own indicators and standards for evaluating. Therefore, for evaluation, feedback can be sought from different sources; these may be primary and secondary sources.

Table 10.1 Primary and Secondary Sources of Feedback

Primary Sources	Secondary Sources
❖ The learner himself/ herself (first and major source)	❖ Diary (maintained by the learners and others during and after training)
❖ Colleagues (people around the Learner-at work and elsewhere)	❖ Records (of training and related activities)
❖ Trainers (have seen learners closely)	❖ Reports of organizations (performance and progress reports)

When to Evaluate?

Evaluation can be done daily, mid-term or immediately after the training and at specified intervals after the training.

Daily Evaluation (Monitoring)

❖ Daily evaluation is very helpful in identifying and resolving problems as they arise. One method to carry this out is to form a steering committee. Members either volunteer to be on the committee or are chosen by the group members. Membership could also be on a rotational basis, new members joining every day.

❖ The committee members seek information, reactions, feelings and suggestions from other members of the group throughout the day. They also keep track of what is happening during the session. At the end of the day, a meeting of the committee is held. Based on the concerns shared, solutions can be developed jointly and appropriate responsibilities can be taken to effect these changes.

❖ Sometimes, less structured ways of daily monitoring can also be used. For example, spending some time (say, half an hour) in the morning on such concerns could also be done to facilitate daily evaluation.

Mid-term Evaluation

❖ A quick evaluation may be held in the middle of a training program. This is a vital stage for consolidating the present learning, giving opportunity for catharsis to take place and ensuring the right direction for the remaining period of training.

❖ In a group, individual learners can share their feelings, concerns, new learning, their reactions to the content and process of the training, or any new aspects they would like to learn etc. The groups' stage in development can also be gauged in this way.

❖ Mid-term review can be done orally, through a questionnaire and/ or individual interviews. The results of this evaluation can be used both at the individual and group levels.

Immediately After the Training

❖ Soon after the training has been completed, an evaluation is held to assess its impact. This information must be elicited when experiences are fresh in the minds of the learners or it may be forgotten.

❖ This evaluation can be done through the oral sharing process in-groups, questionnaires, small group meetings and individual meetings. Suggestions for future training programs can also be sought at this stage.

At Specified Intervals after the Training Program

❖ Back home, after the training program, the learner through his/ her practice can gain some additional insights into the training program.

❖ To strengthen future training programs, such insights are very essential. The learners and the trainers can decide upon the method of sharing this feedback. A questionnaire or face-to-face dialogue, or both may be used.

Methods of Assessment

❖ Oral sharing - In this method, participants evaluate the training in pairs, threes, or groups. A set of parameters or a questionnaire is given to them. Each pair or small group can have a reporter, or a spokesperson. In a large group, the trainer may take notes.

❖ Questionnaire - A questionnaire is a series of written questions on a given topic. These questions are either open-ended or close-ended. Open-ended questions do not have the answers categorized into specific scales. Close-ended questions provide a scale (for example, good, satisfactory, poor)

❖ Interview- Interview is a face-to-face method of collecting information. Specific and concrete data can be generated through this process. This technique can also be used in a field setting to cross-validate information obtained through other sources.

❖ Observation- Observation techniques are useful methods of collecting data unobtrusively in a natural setting. Data about individual performance, group interactions and organizational culture can be collected by observation. A person observes and notes the information needed.

❖ Records- Organizations maintain numerous records that reflect the various stages of their performance and growth. Records are by definition information obtained second hand. However, records are still valuable sources of information for an evaluator. They provide the background information with which

Table 10.2 Monitoring and evaluation at a glance

When?	What?	How?	Process
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 behavioral change Follow-up support	Field Visits Impact assessment study Organizing meetings/ workshops	Evaluation

the evaluator can compare the results of the post-training phase.

It must be recognized that no one single method of data collection is complete in itself. In combination with different methods, valuable information can be obtained. The important thing is to obtain valid and authentic information from a variety of sources and methods. This provides the opportunity for crosschecking the information. Also the cost of obtaining information should be borne in mind when choosing methods. A trade-off may be necessary between the extent of information needed and cost of obtaining it.

10.3.3 Post Training Phase II: Follow up of Training and Report Writing

Follow-up of the training program is essentially meant to continue the process of learning initiated during the training program. Each training program creates a set of knowledge and ideas, which learners try to implement in their own situations. These efforts may require further support as follow-up.

Everything that is done by learners and trainers after the training program does not constitute follow-up. Follow-up is any process of intervention and support provided to an individual and/ or group, to further enhance their learning process, for a specified period of time, following the training program. Thus follow-up implies activities carried out to support the learning process after the training program within a given time frame.

Follow-up to a training program can be used for several purposes, including

❖ Follow-up provides support, encouragement, knowledge and resources needed to implement the learning the learner acquires during the training program.

❖ It helps to define additional learning needs during the period immediately after the training program. It helps to continue the learning process by bringing out new learning needs.

❖ Follow-up is also used to assess the training program and its impact on the learners, their work and their organizations. This helps the trainers in designing future training programs.

❖ Follow-up provides an opportunity for the learners to consolidate their own experiences acquired during the training program.

❖ In a broad sense, follow-up can also be used strategically. If training has larger objectives of social change, follow-up can be used in a strategic way to:

a) Foster a feeling of solidarity among the like-minded activists and organization.

b) Sustain the process and efforts of cadre building and formation of networks.

c) Strengthen formation of small groups and facilitate a process of building a larger and stronger organization.

Methods of Follow-up

Follow-up can be conducted in different ways. It can be planned differently for each learner; it can also be done for the entire group of learners, it can be done for a selected sub-group as well. Methods of follow-up depend on its purpose and group of learners. Some possible

methods are:

❖ Face to face interactions among learners themselves and between learners and trainers. Example, field visits by other learners or trainers to a site, meetings of just learners, as well as along with trainers, meetings of all learners or a sub-group. It may also involve conducting advance training, providing additional learning material, providing opportunity for apprenticeship, etc.

❖ The choice of the method should depend on the needs of the learners and availability of resources. Illiterate, rural and urban poor learners may require greater use of direct methods; project holders may be satisfied with indirect methods only. A combination of direct and indirect methods is generally very effective.

❖ It is important to plan for follow-up deliberately and consciously. It does not happen automatically. Broad follow-up plans should be considered at the time of developing the design of the program. Details of the follow-up can be again worked out at the end of the program along with the learner.

Report Writing

Generally, report writing is considered a time consuming and boring job. It is a common feeling that the report is only useful for administrators or researchers. Report writing however is a basic tool, which provides information about the event, the objectives, content, process and methodology. Report writing is important as it helps maintain records of an event and can later give rise to new

ideas on reflection. Reports are also a part of the organizational memory and follow -up strategy.

Types of Reports

Although there are no specific types of reports, for the purposes of training they maybe broadly classified into:

(a) Process-based training report

(b) Data-based training report and

(c) Research based training report

The process-based report is meant to help one understand the event in detail. Along with a quantitative data the main emphasis of the report is to provide its audience the elements of methodology used by the trainers in achieving the objectives. It also explains the methods and techniques used in such a way that the readers can develop the skills themselves. Most of the case-study types of training reports fall under this category. The style of presentation of this type of report outlines both process and contents in detail. This type of report is useful for those who are trainers or those who would like to see how a particular training program was facilitated and how a particular method was used in achieving a particular objective.

The data based report is a report that informs the readers about the event. It presents the objectives of the training and outlines the content of the training with the types of methods and materials as well as the resource persons in a precise form. This kind of report stresses more on factual data. These reports are generally used by the donors, government departments, administrators etc, because of their interest in knowing the type of people involved, the outline of the content, and the use of funds for the event.

The research - based training report emphasizes the how and why of a training event. The objective of this report is to identify some of the basic learning that is used by the trainers in attaining a particular objective. The analysis of the methodology is used as a basis for this kind of research report. Researchers use such training reports to study different aspects and methods of training used by the trainers. Sometimes such reports are also prepared to evaluate the effectiveness of the training program and whether such a training model can be used in future. At times, a report may be a combination of all the three types.

> **Activity 10.5**
> What are the key questions to be kept in mind while writing a report?

10.4 Conclusion

In this unit we have described concepts, principles underlying adult learning and participatory training. We found that the conventional training programs adopted a trainer centric approach where trainer was a central point around which the entire process revolved. The learners adopted a passive role. Participatory training, on the contrary was participant centered. The training arose out of specific needs of participants as articulated by them. Participatory training, premised on the principles of participatory research, aimed to bring about changes in attitudes, behavior and functioning of learners by bringing changes in their perception of their abilities and needs; it also empowered the learners by providing them information and equipping them with appropriate skills and means to use information in relevant context. We have also described the steps in participatory training process in three different phase viz., pre, during training and post training.

10.5 Apply What You Have Learnt

Write in 1000 words a report on a training program that you may have conducted or attended during your career as adult educator.

You can use the following tips on report writing.

❖ Take detailed notes during the training programme.

❖ If possible write a brief - report daily.

❖ Make a record of the important activities conducted during the training on a regular basis, while the training is going on.

❖ Record the behavioral aspects of the trainees during the training.

❖ Capture processes along with the contents.

❖ Keep one set of learning materials for reference.

❖ Note details of presentations made by groups.

❖ Write in a simple lucid language and try to write the report soon after the completion of training.

❖ Seek inputs from your co-trainer/co-facilitator.