

12 PARTICIPATORY TRAINING METHODOLOGY AND MATERIALS

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Learning Objectives



After going through Unit 12, it is expected that you would be able to

- ❖ Discuss the various ways of selecting a method for holding different types of learning sessions with adult learners.
- ❖ Describe the range of participatory training methods and materials for use in adult learning.
- ❖ Understanding different roles of adult educator and learn the ways to plan self-development.

12.1 Introduction

Unit 12 deals with methodology and materials of participatory training. Adult educators know very well that there is no one method and material for making adult learning sessions successful and effective. Your understanding of various methods and materials for using in different contexts of adult learning lead you to a more varied and interesting

way of holding the attention of adult learners. In the last analysis the exercise of planning for your own self-development appears to be a key for your success as the more you have a feeling of self-confidence and clarity of your professional goals the better is going to be your success in making adult learning processes more effective.

12.2 What and How of Training Methodology and Materials

To answer the 'what' question, you may say that training methods and materials are the techniques and resources the adult educator uses to implement the workshop and transfer new knowledge, skills, and attitudes to participants.

Many at time it is useful to differentiate between the methods, tools/aids and techniques in order to use them effectively. See Box 12.1 for differences between methods, aids, equipments and techniques.

Box 12.1 Difference between Methods, Aids, Equipments and Techniques

Methods

Refer to how subject matter is going to be dealt with in a broad sense. e.g. group discussion, lecture, role play, demonstration, etc

Tools/ Aids

Refer to the various supporting materials that are used in the course of training e.g. slides, posters, film clips, models, etc.

Equipments

Refer to the infrastructure which helps in utilizing aids i.e. over head projectors, slide projectors, etc.

Techniques

Refer to the variations of the method, e.g. under the broad heading of Small Group Discussion (SGDs), the method used could be plenary, brainstorming, fishbowl, etc.

In order to answer the 'how' question, you can point out that active learning workshops use a variety of training methods in order to engage participants in the learning process.

When choosing teaching methods for a particular session, you may consider the following questions.

- ❖ 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?

12.2.1 Knowledge-based Learning Sessions

The broad factor guiding the selection of methods is the focus of learning. If the focus of learning is increasing knowledge then the methods used may be lectures, field visits, demonstrations, self-study etc.

Adult educators need to keep in mind that they need to talk about only those

facts which the participants need to know. It is important to get the participants' attention before explaining why they need to know the topic. Tell a story that shows why it is important.

Give a summary. Explain the main themes you are going to cover.

Present the facts and information. Use handouts to reinforce the talk. Participants learn more by listening and actively participating than by taking detailed written notes. Ask participants to tell stories about how the facts will be used. Among the materials to be used,

whenever possible, use audio-visual aids such as

Chalk board	Photographs
Flip chart	Overheads
Models	Slides
Posters	Video

Plan an exercise for participants to practice the knowledge they learned. See Box 12.2 for examples of exercises for talking about knowledge-based lessons.

Box 12.2 Examples of Exercises for Knowledge-based Lessons

- ❖ If the lesson includes anatomy, put a chart on the wall and ask individual learners to explain the name and function of relevant body parts.
- ❖ Ask participants to pull the name of an organ from a bag, place it correctly on the chart and describe its function.
- ❖ Ask participants how they will use this knowledge to improve their work performance.
- ❖ Ask individual or small groups of students what would you do if...-or- How would you...?
- ❖ Then have them present their conclusions to the rest of the participants.
- ❖ Ask participants to share myths about the facts, which you talked about, and then explain why the myths are not true.

12.2.2 Skills-based Learning Sessions

If the focus of learning is to increase skills, the methods used are more of

practice sessions, demonstrations, apprenticeship and learning by doing. See Box 12.3 for examples of the kind of activities such sessions can include.

Box 12.3 Examples of Activities during Skills-based Learning Sessions

- ❖ Name the skill. Ask if participants have for it any other name(s) in local language(s).
- ❖ Tell why it is important. Ask if participants have in mind other reasons for its importance.
- ❖ Explain when to use it. Ask participants if they use the skill in any other context.
- ❖ Describe the steps involved in performing the skill. Ask the participants if they include some other steps in performing the skill.
- ❖ Demonstrate the skill. Ask the participants to demonstrate the skill as understood by them.
- ❖ The demonstration must use effective methods, which are applicable to the work environments of the participants. Ask the participants if there are other effective methods to master the skill.

- ❖ Use only equipment, which is available to participants in the field. Ask participants to name equipments available locally for mastering the skill.
- ❖ All participants must be able to see what you are doing. It is possible that one of the participants may be able to or may want to demonstrate the various parts of the skill. Invite such participants to demonstrate all or some operations.
- ❖ Explain what you are doing (a written handout with pictures will help reinforce the explanation). Ask participants to draw pictures of what the skill is supposed to involve.
- ❖ Arrange practice sessions.
- ❖ Come to the most important part of conducting skills-based learning sessions and take time to practice. Make all participants to practice the skill.
- ❖ Each participant must receive feedback from you as well as from fellow learners.

12.2.3 Awareness Generating Sessions

If the focus of learning is to generate awareness then the methods used would be role-plays, small group discussion, case studies, simulation, learning games, structured exercises etc. One's own experiences, both past and present and others' experiences form an important source of learning. Hence the experiential learning methods provide an opportunity for learners to experience, share reactions and observations, reflect upon implications and consequences, discuss patterns and dynamics, develop practical and

conceptual understanding and apply it to the real life situations.

Besides the focus of learning, there are some other important considerations for selecting methods, such as who are the learners, what are their backgrounds? Are the knowledge and experience base of learners being used? Which methods are helpful in building an environment conducive to learning at a particular point of time? How can individual and collective learning be ensured etc? Other factors that play an important role are time, space, competence of facilitators, group size, etc.

Activity 12.1

Consider the kind of learning sessions you have held at your adult learning setup. Are there any kinds other than mentioned above? Write a short note of 300 words on the kinds of method you have used for various types of learning sessions during your career as adult educator.

12.3 Participatory Training Methods

Participatory training has several methods which are in vogue in adult learning. We will discuss the following more popular methods in this section.

- a) Lecture
- b) Case Study
- c) Role Play
- d) Simulation

- e) Instruments
- f) Learning Games
- a) Lecture**

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. Asking some relevant and elective questions can help elicit information about this. 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.

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.

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. A good lecture provokes the learners to ask questions and note key points. It is advisable that the lecturer maintains eye contact with the learners to assess whether they are following or not, whether they are interested or bored. The seating arrangement has to be such that all can see the aids equally well and hear the lecture and maintain time stipulations. It is important to be aware of one's own body movements and facial expressions and speak clearly, loudly and use simple language. See Box 12.4 for advantages and disadvantages of lecture method.

Box 12.4 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.
- ❖ The pace of learning is determined by the lecturer.

b) 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.

In order to use the case study method, the adult educator may present the case study to the group. 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.

Among the reasons for using the case study method you may point out that the case study method helps to convey complex theoretical concepts in a simple

way. It makes the group to reflect on its own situation in the context of others' experiences and gives a chance to discuss complex situations. This exercise sharpens learners' analytical and diagnostic skills and exposes them to situations they might not ordinarily experience in their own lives. It exposes learners to similar experiences elsewhere to enable them feel a sense of solidarity and validation. In addition, it helps in creating new knowledge through collective reflection, analysis and synthesis. See Box 12.5 for advantages and disadvantages of case study method.

Box 12.5 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 some one else contain the writers perceptions, feelings and ideologies which may lead to distortion of the objective reality.
- ❖ Hypothetical or prepared case studies may be too idealistic.

c) Role Play

One of the most common training methods is the 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 as 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. The enactment is helpful in developing awareness at individual and group levels. Through role play it becomes easier to discuss complex social issues in a non threatening environment.

In order to use role-play effectively, 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. See Box 12.6 for

Box 12.5 for advantages and disadvantages of role-play method.

Box 12.6 Advantages and Disadvantages of Role-play Method

Advantages

- ❖ It is energizing.
- ❖ It helps the suppressed and illiterate to express their feelings.
- ❖ It is 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 vitiates learning.
- ❖ Participants can get too involved in their roles and later loose 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, it may dilute the focus of learning.

Role-play is used in a variety of ways. A small group enacts role-play about a situation while other learners watch the role-play. A discussion follows that enactment. In this case, the role-play is similar to a demonstration where learning occurs through observation. The adult educators themselves, or a few outsiders or a handful of learners, with or without adult educators, can enact such a role-play.

You can also use role-play to stimulate discussion on complex issues. A brief enactment by adult educators or learners or both, can be used to stimulate further group discussion on similar issues and experiences that learners share. This method of learning is essentially group discussion where role-play merely acts as a stimulant or catalyst for the discussion that follows. Its use in this case is similar to an aid e.g. charts, video clipping, etc.

In certain situations, a role-play is also used to practice skills. For example, you can practice how to motivate adult learners by enacting different roles. The prime method of learning here is

practicing and receiving feedback from learners and adult educators after that practice. You can also use a role-play as a re-enactment of past experiences. Learners may enact a past situation with which they are familiar.

d) Simulation

Simulation is a method based on 'here and now' experience shared by all learners. It involves assigning definite roles to each participant and having them act out a situation according to the given roles. It is carried on long enough to generate responses and reactions based on real feelings as participants need to genuinely 'get into their role'. However, learning takes place without any serious risk because the situation is after all 'make-believe'.

The original meaning of the method is derived from the situation used to train aircraft pilots. Since real life training is too risky, any error during learning would prove fatal, realistic conditions of air and pressure are created inside a 'simulator' cockpit, and the pilot learns how to fly.

You may use simulation to understand complex societal issues and to learn in a situation which is very similar to real life. Here learning takes place at different levels. Simulation involves “pre-simulation” phase in which you need to select a simulation according to the purpose of learning and develop a conceptual framework. Then you prepare a list of rules/ instructions and briefs for all roles and assign roles to different learners. Try to include all learners, as simulations does not require audience and define the situations and events in which the characters will interact. There may be more than one situation/ event.

Decide the location for simulation. The site/s chosen need to be as close as possible to real life sites of the chosen situations. You need to keep necessary props ready at hand, to be used for different roles.

For conducting a simulation, you need to assign roles, give each person the appropriate role brief. Ask the participants

to study their roles and try to ‘become’ the role. It is not a good idea to let different roles study each other’s briefs. Yes, you need to prepare name tags or some other appropriate means of identifying the different roles. Then brief the participants about the situation and let them start acting according to their interpretation of the role. Stop the simulation when appropriate, or when the essential part is over, or if it is getting out of hand.

In post-simulation phase, it is better to give the participants time to get out of their roles. Then ask the participants to share their feelings by posing direct questions, for instance, what happened to you during the simulation, how you felt etc. You may try to draw parallels with real life while analyzing the patterns in the data and collate the participants’ feelings. Finally collect necessary inputs and summarize the entire proceedings. See Box 12.7 for advantages and disadvantages of simulation method.

Box 12.7 Advantages and Disadvantages of Simulation Method

Advantages

- ❖ Allows an exploration of real life situations, social processes and behaviors in a relatively non threatening manner/ situation.
- ❖ It allows for the study of very complex social processes.
- ❖ It is entirely controlled by the learners’ pace.
- ❖ It involves activity and universal participation.
- ❖ Learning takes place at the awareness level

Disadvantages

- ❖ It requires that participants cooperate and internalize the roles.
- ❖ It is a difficult method and requires an experienced and skilled adult educator to conduct it.
- ❖ Mismatch of roles may lead to poor performances by the learners.
- ❖ Critical skills are needed to handle feelings generated in the process.

e) Instruments

‘Instruments’ are usually in the printed format containing clear instructions and a series of questions, either with multiple choices, or requiring brief replies. Participants fill in the

questionnaire individually or in twos/ threes for each other. There are instructions at the end of the instruments explaining how to examine answers, assign scores and tally them. The connotations of different scores are also clarified.

The purpose is to generate data about each learner. However, it is left to the learners to decide how to use this information. Some examples of instruments are the personality trait

inventory, interpersonal perception form, T-P questionnaire for Leadership, FIRO-B, etc. See Box 12.8 for advantages and disadvantages of instruments method.

Box 12.8 Advantages and Disadvantages of Instruments Method

Advantages

- ❖ Can be a very effective method for learning more about one's own self through systematic self-examination, reflection, and in cases, feedback.
- ❖ The learner does not feel external pressure or compulsion.
- ❖ Learning takes place at the individual's own pace according to his/her interest and inclination.

Disadvantages

- ❖ Can only be used with a group which is highly literate
- ❖ Needs a certain amount of honesty and genuine interest of the learner to generate meaningful data
- ❖ Works better with people who can learn intellectually at the level of abstractions
- ❖ Very difficult to design instruments.

f) 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 and so on. 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. See Box 12.9 for advantages and disadvantages of learning games method.

Box 12.9 Advantages and Disadvantages of Learning Games Method

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.

Other Methods

Besides the methods discussed above, you may also look at the following other methods which are useful in some cases.

- i. Demonstrations
- ii. Field visits
- iii. Apprenticeship Practice

i) Demonstrations

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. Examples include - demonstrating what a biogas plant or a sanitary latrine is through a model, demonstration by the adult educator on how to conduct an interview demonstrating how to conduct safe deliveries to dais (TBA) - through models, etc.

ii) Field Visits

Field visits refer to demonstrations in

practical situations i.e. where the subject matter actually occurs or happens in real life. Some examples of field visits are as follows - taking the learners to a hospital in the course of health training, or taking learners to villages in the course of a Participatory Rural Appraisal (PRA) training, or taking community level workers to the block office for training on local government etc. The emphasis again is on observing, asking questions and understanding.

iii) Apprenticeship Practice

Apprenticeship and practice are methods of paramount importance for skill training. The difference between the two lies in that practice is done in controlled situations while apprenticeship is done in real life situations and is usually of longer duration. It is essential in both methods that the learner be supervised by the adult educator and given feedback. These two methods can be used for any skill. In the course of training, it is easier to incorporate practice, while apprenticeship can be an entire training in itself.

Activity 12.2

You may have used all or some of the methods described above. Which of the methods have you found most useful? Give reasons to justify their frequent use by you.

12.4 Training Materials and Resources

When planning which training materials to use, the adult educator may consider the following questions.

- ❖ 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?

Types of training materials include written materials which are useful when teaching knowledge. If they are not available at the appropriate learning level, the adult educator or adult educator may have to develop new materials. Examples of written materials are equipment instructions, lists for

decision-making skills, and blank charts for record-keeping. While developing and using written materials, make sure that they contain only the information that participants need to know and they are clear. Here, as layout is very important, you need to keep pages looking 'clean' and uncluttered and use language and diagrams appropriate to participants' level of knowledge. For example, use graphs if participants can read a graph.

Audio-visual materials are useful for teaching knowledge and skills. Examples of audio-visual materials are

Chalk board	Photographs
Flip chart	Overheads
Chart and Diagrams	Slides
Models	Video

While choosing audio-visual materials, you need to consider how the material would enhance active learning and if the material is appropriate to the knowledge level of the participants. Also consider how you will use the material and if it is available for the training. You need to ensure that all the participants are able to see and hear the material.

In case the method requires any supplemental materials, ensure their availability. To show a film you need a screen or blank white wall. To use a flip chart you may want to use different color markers. Make sure that the facilities are appropriate for use of the material.

Activity 12.3

Considering the popularity of information and communication technologies in almost all walks of life, identify at least five new materials that would help you in your profession.

12.5 Roles of Adult Educators

Given the learning agenda, an adult educator has to play several critical important roles to ensure that the learners and learning process are at the centre of all training. The educator needs to ensure that there is adequate stimulation to critical analytical faculties of learners and there are occasions to value, analyze, share and reflect upon the experiences of learners. In the process learners feel empowered and there is enhancement of their self-image. Try and create and nurture conditions of learning.

The adult educator also needs to keep in mind that these multiple roles are played not only during the training, but also prior to the training and after the training as well. Each of the roles during training and after the training requires a particular set of critical competencies, comprising three components, namely, knowledge, awareness and skills. An effective performance of any role involves the use of multiple competencies.

Table 12.1 Roles of Adult Educator

<p style="text-align: center;">Training designer and planner</p> <p>Assessing learning needs and evolving learning objectives</p> <p>Planning strategy of training Working out the detailed contents, sequencing them and choosing appropriate methods Involving learners in the designing phase identifying and preparing resource persons Preparing and selecting learning materials and aids</p> <p>Preparing self and the adult educator-team delegating responsibilities for training</p>	<p style="text-align: center;">Manager</p> <p>Mobilizing financial resources Planning dates/venue Scheduling logistics and required Administrative support Ensuring communication with learners, resource persons regarding the venue, travel details etc. Planning and co-coordinating arrangements for field trips, etc. Arranging for needed support systems at the venue (separate formations for men and women; arrangements for children accompanying mothers)</p>
<p style="text-align: center;">Facilitator</p> <p>Facilitating group processes, to keep the group together and let it grow (participation, communication, decision-making, leadership, conflict resolution, etc.)</p> <p>Summarizing, synthesizing information Appreciating and encouraging individuals and the group as whole.</p> <p>Initiating discussions, articulating unsolved group issues. Creating a learning environment Pursuing, nudging, pushing, cajoling, building their confidence so that participants can Perform beyond their existing potential Managing the heterogeneity within the group</p>	<p style="text-align: center;">Educator</p> <p>Providing new information and concepts Eliciting learners' experiences and analysis by setting up structures, asking questions, etc., Synthesizing, consolidation and conceptualizing the new information and analysis Directing, managing structured learning experiences -role-plays, simulations, discussions, etc. Using learning aids effectively video-camera, tapes, flash cards, audio -visual aids, etc.</p>
<p style="text-align: center;">Friend, philosopher, counselor and guide</p> <p>Being accessible to learners, listening to them, their anxieties, thoughts, problems, joys, by being a sounding board Sharing one's own life experiences with the learners Providing a sense of direction, by giving feedback Developing a close rapport with learners and building their trust and confidence Being a sounding-board when required responding positively and understanding</p>	<p style="text-align: center;">Learner</p> <p>Paying attention to what others are sharing being open to and accepting differing frameworks of analysis and perspectives Seeking additional information, clarifications, asking questions Acknowledging others' abilities and appreciating them Accepting "learning structures" set up by others during the training and supporting each learner</p>

<p>the origins of the anxieties or problems of the learner Setting up sessions to enhance the self-confidence and self-esteem of the concerned individuals. in an informal manner Showing solidarity, holding hands, offering a shoulder to cry on, being sensitive to and responding to a crisis if any</p>	
<p>Recorder and documenter</p> <p>Observing keenly the flow of content and processes taking place Maintaining detailed roles on a regular basis Involving learners in the recording/documenting efforts Exchanging roles with co-adult educators and incorporating it into further planning of sessions Learning more in depth about individuals, group, learning process, etc. Using data for monitoring, evaluation purposes, Addressing additional issues of individuals and groups that may arise in the process.</p>	<p>Evaluator</p> <p>Planning evaluation/monitoring mechanisms Involving learners in the evaluation process Soliciting formal and informal reviews to assess every event and ongoing process Matching feedback with objectives of the session and assessing if learners are learning Sharing reflections/analysis with co-adult educators and feeding it into further planning Providing relevant feedback to the adult educator team and learners to facilitate the learning process.</p>
<p>Follow-up co-coordinator</p> <p>Communicating at regular intervals Disseminating feedback from individuals and organizations to feed into the next training Assessing future learning needs and planning additional events for the same Providing support through participation, involvement in designing, preparing strategy and materials, etc. Reflecting and evaluating the training outcome with co-adult educators</p>	<p>Report writer</p> <p>Planning a reporting format (from learners' needs expressed by learners) Organizing all the needed information, notes, and flip charts for report-writing. Preparing separate reports for different constituencies, if need be (i.e. fund providers, learners, etc.) Disseminating it to both learners and wider audiences.</p>

As is evident in Table 12.1, the adult educator has to play multiple roles. This requires a very systematic deliberate and planned process of training adult educators in the context of participatory training.

12.5.1 Adult Educators' Training

The role of adult educator in participatory training is much more radical and critical than the role of adult

educator in traditional training. Participatory adult educator has to be much more resourceful, competent and creative to fulfill his/ her task as facilitator-manager of the training processes. The adult educators need to systematically prepare to effectively play the multiple roles, fulfill the engrossing functions and shoulder the demanding responsibilities incumbent on them. Three key aspects of adult educator's

training include i) learning the theory of adult learning, ii) developing skills as a facilitator and iii) self-development of the adult educator. In fact the third is the most important, since the other two are of no use in the absence of the third one. Let us talk a little more about this aspect in the next sub-section.

12.5.2 Understanding Self

It is important to understand the self in the context of participatory training. It is generally agreed that the self has three broad aspects. These three constantly interact with each other causing confusion or congruence depending whether they are in harmony.

i) The Cognitive Self: This refers to our mental or intellectual capacities to store and process information, our memory and logical abilities.

ii) The Affective Self: This refers to our emotional side, our capacity to feel and express emotions.

iii) The Behavioral Self: This refers to our behavior aspects, our actions, skills and expressed behavior.

Understanding self is important for developing congruence between cognitive, affective and behavioral aspects of self and for developing sensitivity towards learners and understanding their self development process. It is important for developing faith in others' capacity to learn, grow and change and for building up the self-esteem of the learners into a realistic and positive self-concept.

It is only when we personally experience the transformation of the self and a sense of personal growth, that we as adult educators in participatory training are convinced that others can also achieve the same.

Self development of your role as a facilitator implies different things. In reality, these different meanings may overlap, but it is useful to understand them distinctively. Here we will discuss some of the main implications of self-development.

Self-development implies developing a positive and healthy appreciation of ones capabilities, limitations and the self. It means overcoming the negative self-concept in some cases, and excessively unrealistic self-concept in others.

Self- development means the art of acquiring internal control over oneself. In many cases, we depend on others to define ourselves. We need to develop our own definition of ourselves and not allow our definition of self-concept to be exclusively and totally determined by others. It involves creating a sense of initiative and self-control in each person. Self-development entails the development of the cognitive, affective and the behavioral aspects of us. This implies developing and sharpening our cognitive capacity, becoming sensitive to ones own emotions and feelings and developing the ability to articulate and express them and sharpening emotional capacities.

Self-development is to create a sense of congruence between different aspects of self. This implies an internal congruence and consistency between cognitive, affective and behavioral aspects. This also implies that our behavioral aspect represents authentically our cognitive and affective aspects and our actions are congruent with our thoughts and feelings. This is one of the major challenges in self-development.

Self Development has two important aspects, understanding one self and

changing one self. Understanding one self requires collection of information about “one’s own self”, whereas change of behavior requires self-disclosure. As adult educators, we need to develop “openness” in ourselves, and feedback and self-disclosure become essential in this process. Feedback from others and self-disclosure are reciprocal activities crucial for self-development. Let us learn in brief a bit more about feedback and self-disclosure.

Feedback is a verbal or non-verbal communication with a person or group which provides others with information on how their behavior affects you. Feedback is also a reaction by others usually in terms of their feelings and perceptions, about how your behavior is affecting them. Self-disclosure is a process of sharing of “me” with others.

Feedback is information given to a person (or a group or an organization) about how one affects others. It helps one become more aware, both of one’s strengths and weaknesses. It does not tell one what one should do, but it raises questions and helps one to decide whether to change one’s behavior, so that one can be more effective and better able to achieve what one wants. If feedback is given in a positive way it can be helpful. But if it is given ineffectively, it is not only unhelpful, but can also be quite destructive.

12.5.3 Planning for Self-Development

Planning for self-development usually involves identifying areas that require development. One can identify aspects

about oneself that one would like to develop; for example, I want to reduce my aggressiveness or I would like to be able to say no without feeling guilty, etc. Prioritize these needs and assess their importance over the next few months. There may be several aspects that one would like to develop. It helps to assess what is more important and needs immediate attention. Choose one priority area to begin with. Identify obstacles in self and in environment. Then you can try and identify the factors that are likely to block the process of self-development. This could involve looking inside one’s behavioral patterns, attitudes, temperaments etc. The environment, other people and situations can sometimes create obstacles in the process of self-development.

The next logical step is to decide how to go about improving an aspect of self. This includes detailed planning of activities to be carried out in order to achieve the goal. A time frame also needs to be developed for this plan. You may seek others’ help. Self-development plans invariably necessitate seeking help from other persons. It is rather impossible to develop oneself in isolation, all by oneself. We need the help of others, our colleagues, family members, etc. to be able to engage in self-improvement activities.

Any change process needs regularly monitoring. In some form or other self-development process also needs close monitoring. You need to evolve a mechanism for such monitoring at the time of planning itself.

Activity 12.4

Do you consider self-development as an important dimension of participatory training? As an adult educator, have you ever contemplated a serious effort to undertake self-development?

12.6 Conclusion

We highlighted key-training methods and materials used in the training process. We discussed the multiple roles

of an adult educator. Finally we explained the need and process of self-development of adult educator.

12.7 Apply What You Have Learnt

As adult educator you may want to receive feedback and you may also tell adult learners about its significance in their self-development because as you have already learnt that feedback is a way of giving help. It is a corrective mechanism for the person who wants to learn and make sure that there is a good match between his/ her behavior and intentions. It is a means of increasing a person's autonomy and establishing one's identity -to answer

the question "Who am I?" Giving and receiving feedback is an important activity in one's professional life. As a practical exercise, after completing the study of all the units of Course 1, and after going through the following guidelines for giving feedback in Box 12.10, provide your feedback on first four units of the course. You may follow the guidelines and prepare your feedback.

Box 12.10 Guidelines for Giving Feedback

- ❖ Do be specific. Give examples and data. For example, "When you interrupted me just now I felt annoyed". The other person is able to make use of such information if s/he chooses to do so.
- ❖ Do describe your own feelings and reactions. For example, "I felt hurt." This is what you actually know.
- ❖ Do think of the needs of the other person and of what will be useful to him/her. Feedback should be constructive.
- ❖ Do speak only of behavior, which the other person could change, for example, her/ his habit of interrupting. This is within her/his control.
- ❖ Do choose the right time, climate and company to give feedback. It is most useful! Effective immediately after the event.
- ❖ Do give feedback when the other person asks for it. Even better is to ask her/him exactly what s/he wants to know.
- ❖ Do encourage her/him to check with anyone else who was present about the accuracy of the feedback. This can be done in a group. Feedback is more effective if it is received from several sources.
- ❖ Do ask the receiver if s/he understands what you are saying even though s/he may not accept it.
- ❖ Don't make general statements, such as, "I feel annoyed because you never listen to me." Unless you can give some specific examples, the receiver may not understand or believe what you are telling her/him.
- ❖ Don't describe the other person's feelings or motives or intentions. For example, "You wanted to hurt me". You do not know this: it is only your guess or interpretation. Such feedback will probably be rejected.
- ❖ Don't judge the other person's actions. For example "You were wrong to shout at me," Statements like this will only produce a defensive reaction.
- ❖ Don't make general evaluative statements about the other person's character. For example, "You are dominating and inconsiderate". The person who is told this will probably react defensively.

