

Training of Trainers (ToT) Manual

Haryana Community Forestry Project
Haryana Forest Department

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PROLOGUE

This manual is intended to equip the prospective trainer with the essential understanding of the conceptual background of the process of training in general and Training of Trainers (ToT) in particular. The fruitfulness of the use of this manual, however, depends on the use of some of the 'tips' that may optimize the effectiveness of the training imparted to build a potential cadre of trainers.

While using this manual, the basic consideration to be kept in mind is that training is not dominantly dependent on the use of lectures, which are not only monotonous in nature but also less productive in terms of transmission of knowledge to the trainees. In fact, training can be a rewarding experience to both the trainer and the trainees if its major thrust is on the promotion of participatory learning, through the use of methods which make the training process more interesting and also ensure the training's more productive results.

Accordingly, some of the methods which are recommended for use in the ToT itself are:

- (i) Brain storming
- (ii) Interactive talk
- (iii) Illustrative talk
- (iv) Group discussion
- (v) Panel discussion
- (vi) Role play exercise
- (vii) Workshop method
- (viii) Classroom practical
- (ix) Field practical
- (x) Practice in participatory evaluation of training

Training session wise use of these methods has been indicated specifically in scheduling of the ToT course (Annexure 1). Specific steps for the effective use of these methods may be mentioned as under:

(i) Brain Storming

The use of this method is generally made as a first step to generate initial interest and essential involvement of the trainees in the training activity. For this, the trainer asks the trainees to think of any ideas without evaluation or judgement. The quantity, not the quality, is what matters. Ideas can be discussed later for practical consideration. Sometimes 'unwanted' or seemingly ridiculous ideas lead to a more practical idea, which would otherwise not have been considered.

(ii) Interactive Talk

This method is marked by encouraging the trainees to be quite active and analytical in their learning approach. They are also motivated to be inquisitive and anxious to know new things by asking questions and exploring alternatives.

(iii) Illustrative Talk

This is a lecture method supplemented by the use of proper illustration using training materials, including audio-visual aids. Presentation of success stories and case studies is also one of the essential elements of this method.

(iv) Group Discussion

Use of this method is based on the principle of the trainer taking on the role of a group promoter. This method is also an effective instrument of participatory learning, whereby the trainer acts as a group adviser, a group facilitator and a group torch bearer.

(v) Panel Discussion

The use of this method is marked by greater involvement of trainees in promoting participatory learning. In this situation the trainer's role is limited to be that of coordinator and moderator of the discussion, in which the trainees as panelists act as catalyst agents of the learning process.

(vi) Role Play Exercise

This is one of the most effective training methods of participatory learning, in which the trainees are provided an opportunity to put into action the skills learnt through the training. For this, an artificial situation is created, whereby every individual trainee is assigned a role which he/she enacts to demonstrate the skills learnt through the process of training. In ToT these assigned roles may be such as the trainer, the trainee, the operator of audio-visual equipment, etc. While using this method, the role of the facilitator of training is that of a 'guide' or 'director' of the enacted play.

(vii) Workshop Method

This method is used not only to promote participatory learning, but also to make the best use of the mix of talent and skill of the individual trainees. In the workshop method the trainees are arranged into a number of groups, keeping in view their interests and areas of learning. In accordance to the leadership qualities demonstrated by some of the trainees during interactions with them, each group gets a leader to coordinate the discussions and present the decisions arrived at during the exercise. Each group is assigned a theme of discussion relating to the topic being covered during the training session. This method is used at an advanced stage of ToT.

(viii) Classroom Practical

This method is generally used to reinforce the learning experience through classroom practice. In case of ToT this method may be used as a supplement to the knowledge input given to the trainees through the lecture method, to cover a particular topic of the training session. One such example may be that of developing a tool of Training Needs Assessment (TNA) or designing a plan of action for a training programme.

(ix) Field Practical

In case of ToT, as envisaged under HCFP, this method has a special significance for providing the trainees an opportunity to use their skill in field situations. For example, a trainee who has been told about the principle and practices of imparting training in village resource management to the leading VRMC members cannot get a more appropriate opportunity to use the skill than in a practical situation in the classroom. For this, the only place to provide such facility is the village, where such conditions of practice can be made available.

(x) Practice in Participatory Evaluation of Training

A skilled trainer particularly engaged in building a cadre of facilitators of sustainable development at the grassroots level, as envisaged in the overall framework of the ideals and activities in HCFP, needs to be given practice in monitoring and evaluating the impact of the training conducted by him/her. Such a practice can be arranged both in the classroom and in a village situation.

There are specific measures that can be adopted for a successful ToT course. The guiding principles which need to be followed for achieving the desired results of ToT are the following, which, being ten in number, may be termed as the Ten Commandments of ToT.

TEN COMMANDMENTS OF ToT

1. Share learning with the trainees, rather than imparting knowledge to them.
2. Be creative yourself and also encourage the trainees to be creative.
3. Supplement your talk by suitable illustrations with a view to make your presentations more interesting by using different types of visuals like pictures, drawings, a flannel board, flash cards, models, samples.
4. Start the talk by inculcating in the trainees an interest in the subject matter being covered and end up by creating a curiosity to learn more about the topic in future.
5. Make maximum use of two-way communication by inviting comments and queries from the trainees and sharing your views with them.
6. Remember, the job of a trainer in ToT is not only to build a potential cadre of trainers for preparing functionaries for different development activities, but also to inspire, encourage and enthuse them to be the facilitators of a self-sustaining growth process through participatory approach.
7. Assess the impact of your role as a committed and competent trainer and do it as objectively as you can. This can be done by constant monitoring of the extent to which the trainees have been receptive, responsive and reinforced by the information input provided to them.
8. Equip yourself with knowledge of recent developments in the materials and methods of training skills. This can be done by keeping yourself in touch with the latest literature and widening your knowledge by frequent interactions with those who have earned a 'status' of a successful professional in the field of training.
9. Inculcate a sense of ideal role performance while facilitating ToT. The success of such efforts can be judged in terms of someone of your trainees following your example while himself/herself practicing the same principle as a trainer.
10. Finally, continue to think and act on developing new tools and techniques which may further enrich the exciting area of training. For this one needs not necessarily be highly educated or enormously resourceful, as some of the most valuable inventions have been made by persons and professionals of a very modest background. By doing this you will not only share an experience of excitement and achievement, but also a feeling of pride and privilege.

TRAINING OF TRAINERS (ToT)

SESSION SCHEDULE FOR TRAINING OF FOREST GUARDS–TRAINING

Day 1

9.00 to 9.30 AM	<u>Registration</u>
9.30 to 10.15 AM	Initial Session on Getting to know each other (A model <u>Ice-breaking Session</u> , like ‘Pair Presentation’, which participating trainers will themselves use while conducting training)
10.15 to 11.00 AM	<u>Inaugural Session</u> <ul style="list-style-type: none">• Brief Introduction of the Training Course• Pre-training Evaluation
11.00 to 11.15 AM	TEA BREAK
11.15 AM to 12.00 Noon	<u>Session 1</u> Participatory Training Principles and Practices <ul style="list-style-type: none">• Guidelines• Knowledge of learners (Interactive talk, followed by discussion)
12.00 Noon to 1.00 PM	<u>Session 2</u> <u>Requirements, Qualities and Role of a Trainer</u>
1.00 to 2.00 PM	LUNCH
2.00 to 2.45 PM	<u>Session 3</u> <u>Facilitating an Effective Learning Environment</u> (Interactive talk-cum-discussion)
2.45 to 3.45 PM	<u>Session 4</u> Principles and Practices of Training an Adult Learner, including Training of Village Women (Illustrative talk, followed by discussion)
3.45 to 4.00 PM	TEA BREAK
4.00 to 5.00 PM	<u>Session 5</u> <u>Proper use of Communication and Media for Effective Training</u> <ul style="list-style-type: none">• Qualities of a good communicator• Considerations for an effective message• Media use in training (Illustrative talk)
5.00 PM	At the end of the day, the training manual on Village Resource Management through VRMCs will be distributed to the participants. They will be asked to read, in the evening, Sessions 1, 2, 5, 6 and 9 of that manual, which will be used in classroom exercises in Day 2.

Day 2

9.30 to 10.15 AM	<u>Session 6</u> <u>Training Methods – Their Importance and Use</u> (Illustrative talk)
10.15 to 11.15 AM	<u>Session 7</u> Introducing the training manual on Village Resource Management through VRMCs *)
11.15 to 11.30 PM	TEA BREAK
11.30 AM to 1.00 PM	<u>Session 8</u> Introducing the Lecture method, followed by Practice Session on training villagers (to be brought to the ToT for practice exercises during days 2-4) **) <u>Themes:</u> 1. Importance of Community Participation in Village Resource Management 2. Functions and Powers of the VRMC 3. Record Maintenance and Reporting
1.00 to 2.00 PM	LUNCH
2.00 to 3.30 PM	<u>Session 9</u> Presentation of the <u>Interactive Talk</u> method, followed by Practice Session on training villagers <u>Themes:</u> 1. Common Land Resources 2. Selected parts from Framework of the VRMC
3.30 to 3.45 PM	TEA BREAK
3.45 to 5.00 PM	<u>Session 10</u> Review Session on Trainers' Performance during Sessions 8 and 9
5.00 PM	At the end of the day, the participants will be asked to read, in the evening, Sessions 4 (first page), 10, 18 (handout 3) and 21 (role play) of the training manual on Village Resource Management through VRMCs, which will be used for classroom exercises in Day 3.

*) Note 1: This training schedule is based on the training manual on Village Resource Management through VRMCs for the demonstration of training methods. Schedules for other ToT courses may be based on other manuals, replacing the themes of subsequent Practice Sessions with themes from those manuals.

**) Note 2: Around 20 villagers will be required for this and following Practice Sessions, to make the practice similar to real training in a village situation. They should have a semblance of VRMC office bearers and around 1/3 of them shall be women.

Day 3

9.30 to 10.15 AM	<u>Session 11</u> Presentation of the <u>Case Study</u> method, followed by Practice Session on training villagers <u>Theme:</u> Success story – The SEWA Experience
10.15 to 10.30 AM	TEA BREAK
10.30 AM to 12.00 Noon	<u>Session 12</u> Introducing the <u>Group Discussion</u> method, followed by Practice Session on training villagers <u>Themes:</u> 1. Roles of Panchayat 2. Merits and demerits of the Panchayati Raj Act
12.00 Noon to 1.00 PM	<u>Session 13</u> <u>Review of morning sessions</u>
1.00 to 2.00 PM	LUNCH
2.00 to 4.00 PM	<u>Session 14</u> Introducing the <u>Role Play</u> method, followed by Practice Session on training villagers <u>Theme:</u> Conflicts over tree species to plant
4.00 to 4.15 PM	TEA BREAK
4.15 to 5.00 PM	<u>Session 15</u> Review of Session 14 (Role Play)
5.00 PM	At the end of the day, the participants will be asked to read, in the evening, Session 20 of the training manual on Village Resource Management through VRMCs, which will be used for classroom exercise in Day 4.

Day 4

9.30 to 10.30 AM	<u>Session 16</u> Review of how the participants have in previous two days been able to conduct effective training
10.30 to 10.45 AM	TEA BREAK
10.45 AM to 12.15 PM	<u>Session 17</u> Introducing the <u>Workshop</u> method, followed by Practice Session on training villagers <u>Theme:</u> Preparing a benefit sharing plan for a microproject
12.15 PM to 1.00 PM	<u>Session 18</u> Review of the Workshop practice session
1.00 to 2.00 PM	LUNCH
2.00 to 2.45 PM	<u>Session 19</u> Principles and Practices of Participatory Evaluation of a Training Activity (Lecture-cum-discussion)
2.45 to 3.00 PM	TEA BREAK
3.00 to 4.00 PM	<u>Session 20</u> Practice Session on the Evaluation of a Training Course (An exercise with the villagers who have been trained days 2-4, in the use of interview schedule for evaluating a training course)
4.00 to 5.00 PM	<u>Session 21</u> Review of previous session, discussing feedback from training evaluation
5.00 PM	At the end of the day, the participants will be asked to think of any questions they have regarding the training manual on Village Resource Management through VRMCs, which will be discussed in Day 5.

Day 5

9.30 to 10.15 AM	<u>Session 22</u> Necessary Steps for Conducting Training (Interactive talk, followed by discussion)
10.15 to 11.00AM	<u>Session 23</u> Measures to Ensure Fruitful Outcome of the Training (Interactive talk, followed by discussion)
11.00 to 11.15 PM	TEA BREAK
11.15 AM to 12.45 PM	<u>Session 24</u> Further familiarization with the training manual on Village Resource Management through VRMCs (Presentation – Questions – Answers)
12.45 to 1.00 PM	<u>Session 25</u> Types of Training Courses to be conducted by participating trainers (Presentation to prepare for afternoon Action Plan Session)
1.00 to 2.00 PM	LUNCH
2.00 to 3.30 PM	<u>Session 26</u> Preparation and Presentation of individual Action Plans (Group exercise in 3-4 sub-groups)
3.30 to 3.45 PM	TEA BREAK
3.45 to 4.30 PM	<u>Concluding Session</u> <ul style="list-style-type: none">• Post-training Evaluation• Departing Message

CHAPTER 1

INTRODUCTION

1.1 Training Aims

The training activities of the project have been designed and developed to meet the following aims:

- ◆ To enhance technical competence of field level forestry staff in such areas as forestry extension, rural communication, participatory assessment, microplanning, participatory monitoring & evaluation and leadership building, in order to enable effective implementation of the project.
- ◆ To build community capacities at village level with a view to promoting participatory and self reliant actions of the people in order for them to manage their own village resources more rationally and sustainably.
- ◆ To accelerate the process of empowerment of the weaker sections of village communities, particularly the women, scheduled castes, landless and other disadvantaged groups through on-the-job skills training meant to generate self-employment opportunities.

Various types of training courses have been planned for serving specific purposes of the project. Target specific courses have been designed to cover various programmes. Some of the training activities have been planned to meet the human skill requirement of project activities. The guiding principle of planning the training activities is to integrate the training input with other activities of the project, besides meeting the human resource requirement of the project staff and the project beneficiaries.

1.2 Types of Training

Broadly speaking there are two major types of training programmes under the project, namely training of project staff and training of the VRMC members, Link Workers and other beneficiaries.

Training of Project Staff

The training courses identified as core training in the light of the goals for the project staff are the following:

- ◆ Induction, Project Concept Orientation, incl. the assigned Roles of Staff
- ◆ Village Entry Process
- ◆ Participatory Assessment (PA)
- ◆ Microplanning and Microproject Formulation
- ◆ Planning, Monitoring, Reporting and MIS
- ◆ Participatory Monitoring & Evaluation
- ◆ Computer Training (at basic, intermediate and advanced levels)
- ◆ Training of Trainers
- ◆ Gender Sensitisation
- ◆ Media Use
- ◆ Study Tours

The senior and middle level staff of the project will be oriented towards the conceptual framework of the project, with a major thrust on the understanding of their respective roles in the project's functional structure. Similarly, the field level staff of the project, comprising Sub- Divisional Forest Officers, Deputy Rangers, Foresters and Forest Guards, will be oriented in the project concept and their roles in it. This orientation-cum-induction will be followed by their core training in the principles and practices of Village Entry Process, Participatory Assessment, Microplanning and Microproject Formulation, and Participatory Monitoring and Evaluation, which will strengthen their supportive role in the field. In addition to this there will be special training courses in areas of specific skills required, such as computer operation, MIS, communication and extension skills, gender sensitisation and media use.

Training of VRMC Members, Link Workers and other Beneficiaries

The specific training courses for the village based committees, change agents and beneficiaries of the project are:

- ◆ Project Concept Orientation with a major thrust on the expected role performance aspect (for Link Workers)

- ◆ Participatory Assessment
- ◆ Microplanning and Microproject Formulation
- ◆ VRMC Management
- ◆ Book-keeping and Money Management
- ◆ Participatory Monitoring and Evaluation
- ◆ Local Leadership and Communication
- ◆ Income Generating Activities/Energy Saving Devices
- ◆ Plantation Technology under different forestry models of the project
- ◆ Water Harvesting Dam Construction
- ◆ Adult Literacy and Numeracy Training through TLC
- ◆ Study Tours

Link Workers and leading VRMC members will receive training in Participatory Assessment, Microplanning and Microproject Formulation, as well as Participatory Monitoring. Following this there will be core training courses, which will be organised to equip VRMC members and Link Workers with a basic understanding of management of village level institutions, book-keeping and money funds management, communication skills and leadership development.

Link Workers will normally receive their training input in training courses together with the leading members of the VRMCs, typically a geographical cluster of project villages forming a single training batch. In addition, Link Workers will receive initial training related to their specific role in the project separately from the VRMC members.

Training in plantation techniques will be imparted to all project beneficiaries involved in plantation activities under the various models. This will be given as 'on-the-job training' during the first days of planting. Similar training will be arranged for the beneficiaries involved in the construction of water harvesting dams. Training courses will also be conducted for beneficiaries in alternative income generating activities like tailoring, bee keeping and nursery management and also in energy saving technologies.

Illiterate beneficiaries will be linked up with the Total Literacy Campaign (TLC) to bring about an increased literacy level, especially amongst women. The project will not be directly involved in literacy training, but will supplement and

facilitate training conducted by the TLC through providing the Chetna Kendra (village training centre) of the VRMC as a suitable venue and printing of easy reading materials on forestry related issues for neo-literates.

In almost all cases, training will be imparted in mixed male/female training batches. However, care will be taken to fully integrate participating women in the training process. Training of Trainer courses, as for that matter all staff training, will contain an element of gender sensitisation. There will also be some training on such aspects as improved cooking stove and tailoring specifically targeting women.

1.3 Study Tours

Apart from the above mentioned training, inputs will be provided to project staff through well designed study tours to different places in India, whereby they will get an opportunity to have practical understanding of the functioning of different successful community forestry models.

Similarly for the field staff, Link Workers, the VRMC members and other project beneficiaries, field oriented training will be organised through arranged visits to successful forestry models and VRMCs, already functioning in the state of Haryana.

1.4 Trainers

With a view to preparing a potential cadre of trainers from amongst the field level staff of the project, Training of Trainers (ToT) courses will be conducted for selected Forest Guards, who will be used for training VRMC members and Link Workers. In the first 70 villages NGOs will assist in training related to Participatory Appraisal, Microplanning and Participatory Monitoring together with Forest Guards who will themselves learn such techniques, in order to co-train, then train villagers themselves.

NGOs and other outside trainers will also be used for training in leadership development and communication skills and skills related to income generating activities other than forestry and energy saving techniques, whereas Forest

Guards and other project staff will train in plantation techniques, nursery management, management of VRMCs, etc.

In the case of staff training, senior project staff and TA experts will be the main trainers, supported by other resource persons as required.

1.5 Training of Trainers (ToT)

There is special significance of organising training of trainers, keeping in view the objectives and action strategy of Haryana Community Forestry Project, which gives top priority to community participation in promoting forestry and using participatory management of village resources in order to sustain the developmental efforts. Training of villagers, who are the stakeholders of the project, has a very important role to ensure the success of such a process. Most important is the training of trainers, which lays the foundation to make village level training a purposeful programme.

Besides their basic responsibility as instructors the trainers have to understand the training needs of the target groups to be trained, design the training programme, conduct the training programme, make arrangements for organising the same and evaluate the effect of the training. In addition to these responsibilities as trainers they have also to play such important roles as facilitators and 'friend, philosopher and guide' of the villagers. Their most important role, however, shall always be that of change agent.

The Forest Guards who will be trained as trainers have the advantage of their long experience of working in a village situation and knowing the problems of the people and their aspirations and willingness to improve their lot through their own efforts. They are, therefore, ideally suited to be trained as trainers for the village level training programmes.

Similarly, with a view to ensuring the continuity and sustainability of the training programme, there will be a need to prepare another cadre at higher level, who may train the Forest Guards as trainers. Such training will be organised for a selected number of SDOs/ Dy. Rangers. Although there will not be significant variation in the basic approach and contents of ToT for the two types of trainers,

yet, in terms of relative thrust, the two categories of training may differ to some extent, as the training needs of the two types of trainers may not be the same.

1.6 Training Manuals

With a view to providing a sound material support to different courses proposed to be imparted to different types of trainees, especially to the project staff, a number of training resource materials will be prepared, keeping in view the needs of the trainee target group. Such materials will be developed for, inter alia:

- ◆ Village Entry Process (Guidelines)
- ◆ Participatory Assessment (Manual)
- ◆ Microplanning and Microproject Formulation (Manual)
- ◆ Participatory Monitoring and Evaluation (Manual/Guidelines)
- ◆ Management Information System (Manual)
- ◆ Plantation Techniques for different plantation models (Manual)
- ◆ Nursery Management (Manual)
- ◆ Water Harvesting Dams (Guidelines)
- ◆ Energy Saving Technologies (Guidelines)
- ◆ Income Generating Activities (Guidelines)

1.7 Expected Benefits of the Training Programme

Each course under the training programme is designed against specific objectives and expected benefits. The success of a particular training course will be evaluated against a set of achievement indicators. For this, well designed evaluation models shall be developed so that the progress of the training programme is clearly reflected through periodical evaluations. The scope for improvements or modifications in the training courses, if pointed out in the evaluation reports, shall be incorporated in the action plan of the training programme to be designed and executed during the succeeding phases.

CHAPTER 2

UNDERSTANDING THE TRAINING PROCESS

2.1 The Traditional Approach

Broadly speaking training as a concept is generally perceived as a learning process. However, traditionally the process refers to the transfer of knowledge from trainer to the trainee. The trainer in the traditional system generally decides on such issues as: Who are the persons to be trained? On what aspects is the training to be imparted? What methodology has to be followed for the training? What is the expected benefit of the training?

According to the traditional view the trainer was the dominant actor and the trainee the silent receiver of the message. The trainer-trainee relationship under the system was characterised by unquestionable 'instructor' and obedient pupil. In this process no consideration was made for the training needs and the whole training activity was dominated by the sole decision making role of the trainer. This approach was quite similar to the one adopted for formal schooling.

Traditional approach of training methodology was based on certain pre-conceived notions like automatic transfer of knowledge from its 'owner' - the trainer, to the 'receiver' - the trainee. The effectiveness of any training activity largely depends on the capacity of the trainer to 'instruct' or 'teach', while the corresponding capacity of the learner depends on how to 'learn' or to 'perceive'.

2.2 Thrust on User Need Basis and Participatory Approach

As different from the traditional approach to the process of training, where the thrust was on the transfer of knowledge/expertise from trainer to learner, the modern approach to training is characterised by a thrust on change and growth.

The emphasis of the training in the new approach is not so much on transfer of knowledge as on the process of growth, which aims at the desirable change of knowledge, attitude and practices. Here the process is characterised by promoting trainees' critical consciousness and value judgement. The process starts with 'infreezing' the set notions, and the process of 'de-learning to

relearning'. There is more realism in this type of training as this is a user need based learning process, whereby the structure and strategies of the training are designed in the light of a Training Needs Assessment (TNA).

Because of this guiding principle trainees are more responsive and receptive to such training. The undercurrent is an ongoing process of learning, whereby both the trainer and the trainees participate as learners. This training generates a sense of self-confidence.

The concept of participatory training has been evolved in the light of the new approach of training, where the trainees participate actively in the learning process. It has been found to be an effective instrument economic progress and ecological development programmes. This approach is to be followed in the training of the Link Workers and leading members of VRMCs under the project.

<u>Traditional Approach</u>	<u>Participatory Approach</u>
π <i>Learning as a product</i>	π <i>Learning as a process</i>
π <i>Teacher controlled</i>	π <i>Student centred</i>
π <i>Transfer of knowledge</i>	π <i>Discovery of principles</i>
π <i>Trainer = expert</i>	π <i>Trainer = facilitator, resource person</i>
π <i>Learner = knows nothing</i>	π <i>Learner = full of capacities, knowledge of reality</i>
π <i>Learner = passive, receptive</i>	π <i>Learner = active, discovering</i>
π <i>Encourages conforming, coping</i>	π <i>Stimulates Independent thought, creativity</i>

2.3 Participatory Training and Learning Process

The ways participatory training helps the learning process are:

- ◆ Trainees have to think.
- ◆ Defined learning result is achieved.
- ◆ Trainee attitudes and training approaches are influenced by peers and peer groups.

- ◆ Instructor inputs are examined and evaluated against existing learning and experience.
- ◆ Learning is translated into behavioural and skill changes of trainees and can be measured and assessed by the trainer.
- ◆ Thinking is stimulated towards job oriented action.

2.4 Training and Learning Strategies

The main purpose of the training is to facilitate learning the methods of training, to culminate in a good learning experience. Learning is a result of one's own experience consequently upon interaction with the environment. Learning is, therefore, an active and continuous process. Some of the fundamentals of learning are that it:

- ◆ begins with pupil problem, not with the teacher;
- ◆ grows out of the need and the interest of the pupil;
- ◆ is an experience by the learner, as without experiencing there is no learning;
- ◆ varies with a group;
- ◆ takes directions from the elements and the factors upon which the learner places value;
- ◆ has been emphasized as a process of changing behaviour with experience.

CONDITIONS TO FACILITATE LEARNING – an atmosphere which

- ρ ***encourages people to be ACTIVE***
- ρ ***emphasizes the PERSONAL nature of learning***
- ρ ***accepts that DIFFERENCE IS DESIRABLE***
- ρ ***recognizes people's RIGHT to make mistakes***
- ρ ***tolerates IMPERFECTION***
- ρ ***encourages OPENNESS OF SELF and TRUST IN SELF***
- ρ ***makes people feel RESPECTED and ACCEPTED***
- ρ ***puts emphasis on SELF EVALUATION in COOPERATION***
- ρ ***permits CONFRONTATION***

Keeping in view the above mentioned fundamentals the role of trainers in developing a good learning experience becomes quite meaningful. In order to play such a role effectively certain guidelines as depicted in the box below need to be followed:

SOME GUIDELINES

- ρ ***Training is not learning.***
- ρ ***The trainer has to learn for himself/herself, through his/her own initiative and activity.***
- ρ ***The trainer can only guide the student activity in a way that leads to a good learning experience.***
- ρ ***The trainer can develop suitable environments desired to produce an effective learning (curricular, co-curricular and extra-curricular) experience.***
- ρ ***Trainees' reaction with the environment is expected to bring about a change in behaviour.***
- ρ ***The trainer is the key factor, as on him/her depends the planning of the learning situation for achieving the desired result.***
- ρ ***Also, the trainer directs the students' interaction with the environment.***

2.5 Knowledge of Learners

The trainer should first know his/her learners (the trainees) in order to ensure their fruitful involvement in the learning process. Basically most of these considerations are guided by the philosophy of participatory training, which advocates that training, unlike teaching, is more concerned with the overall development of the human personality. In addition to the desired changes in skills, an effort is also made to bring about the needed changes in attitude and behaviour of the target group (i.e. the trainees). Some of the major considerations are given in the box on the next page.

KNOWLEDGE OF LEARNERS

- *Learners are not “taught”. They become “motivated” to seek new knowledge, skills and behaviours.*
- *Learners more readily accept and use concepts that have meaning to them and are relevant to their lives, work needs and problems.*
- *As learning often requires giving up old comfortable ways of believing, thinking and acting, hence, it may not necessarily be a pleasant experience for a learner.*
- *People become independent when they have experienced independence; trusting when they have experienced trust; responsible when they have experienced responsibility.*
- *Each learner develops his/her own way of learning and solving problems. As he/she becomes exposed to the methods of others he/she can refine his/her own in order to become more effective.*
- *The learner’s background of experiences provides a wealthy resource for problem solving and learning.*
- *Learners have feelings as well as thoughts. Learning is maximized when learners understand and say both what they think and feel. Hence learning is both an emotional and an intellectual process.*
- *Helping each other to learn requires interactive interdependence and, therefore, learning has to be treated as a co-operative and collaborative process.*
- *The ability to be understanding, accepting, trusting, comforting, sharing, helping and evaluating requires a developing evolving process. It cannot be imposed and hence the learning process should be essentially perceived as an*

evolutionary process.

CHAPTER 3

TRAINING OF TRAINERS (ToT)

3.1 Concept and Meaning of Training of Trainers (ToT)

Training of trainers is a form of training imparted to an individual with a view to preparing him/her for his/her future role as a trainer. This is a process which aims to develop his/her capabilities and capacities of imparting training to others as a skilled professional. Besides, ToT also aims to help organisations to build their own cadre of trainers. Thus ToT has a dual role to play: the individual growth and the organisational growth.

The focus of ToT is not only to build a cadre of trainers, but also to develop necessary orientation, awareness and abilities to perform a catalytic role as facilitators of change.

3.2 Objectives of ToT

Specifically ToT aims at the following:

- (i) To use training as a tool of social change.
- (ii) To help organisations/agencies in their efforts of human resource development for accelerating growth oriented participatory action at the local level.
- (iii) To promote the activity of training as an integral element of people's organisation.
- (iv) To prepare the participants as trainers for field level training activities.
- (v) To develop necessary skills in designing and organising training programmes.
- (vi) To provide an understanding of the principles and practices of the training process.
- (vii) To sharpen communication skills of the trainer.

- (viii) To build up the trainer's skills regarding the organisational management aspect of the training programme.

3.3 Key Elements of ToT

There are five basic elements of ToT, which play a major role in shaping the structure and strategy of the training process. They are:

- (i) Training goal
- (ii) The trainer/resource person
- (iii) Target group, the trainees
- (iv) Training course
- (v) Training approach

(i) Training Goal

Training of Trainers is characterised by a definite goal orientation. The major thrust is not so much on 'transfer of information or expertise' as on "sharing of ideas and experiences". Also, the ultimate objective of training is not so much oriented towards the gain in knowledge as on "change in ideas and attitudes". Likewise, the major thrust of the activity is not so much to produce skilled professionals or efficient workers as to prepare a cadre of facilitators of change.

Unlike other training programmes where the objectives are outlined in terms of the requirements of a particular job or employment, in ToT it is the user's need that provides the base for the structure and strategy of the training. It is, therefore, essential that the training design of ToT is outlined in the light of the outcome of a training needs assessment.

(ii) The Trainer/ Resource Person

Although the place and role of a trainer has special significance in all types of training, yet, in ToT the trainer is the key element. Some of the important roles which a trainer is expected to play are:

- a) Understanding the training needs of the target group.
- b) Developing the outline of the course contents in accordance to the requirements of the trainees.

- c) Preparing the subject matter.
- d) Understanding the principles and practices of suitable training methods.
- e) Arranging training infrastructure.
- f) Conducting the training.
- g) Assessing the impact of the training.
- h) Taking necessary follow-up action.

Sometimes the efforts of a trainer need to be supplemented by a resource person, who may belong either to the same organisation or may be from an outside agency. In both cases, however, the competencies and the responsibilities of the trainer will remain the same.

(iii) Target Group - The Trainees

ToT puts a lot of emphasis on trainees. It is neither possible nor desirable for any trainer to know everything about all of them. What is relevant is to know what concerns the training programme. For example, it is useful to know the characteristics of the trainees and their potentialities to undertake the tasks for which they are being trained.

Broadly speaking it will be worthwhile to know the physical, socio-economic, intellectual and psychological characteristics of the trainees. In other words, the background information about physical factors such as age and key socio-economic characteristics such as caste and income, intellectual traits such as level of knowledge, skill and language and psychological characteristics such as attitudes and values, if known in advance, help the trainer to plan the contents and approach of the training more realistically.

(iv) Training Course

As pointed out earlier, it is on the basis of the outcome of a training needs assessment that the course contents and their sequencing is to be outlined. As regards the subject matter to be covered under each course, the trainer/resource person should make use of different types of materials according to his/her own experience, the expertise of subject matter specialists and experience sharing with fellow professionals. Once the material on the subject matter has been collected through different sources, the next step, to design the course contents,

is to determine the sequence of lessons in a particular course. Such sequencing can be made on the basis of some major criteria like job performance order, logical order and psychological order.

While determining the sequence of tasks and the elements within a task, some of the considerations that need to be kept in mind are:

- a) Easily learned tasks should be placed early in the course.
- b) Broad concepts and technical terms which have applications throughout the course should be introduced at an early stage.
- c) The concept or skill in the task which is most likely or most frequently to be used should be properly placed in the course contents.
- d) The task which is difficult to learn and the elements and concepts in areas where transfer or related skill is not likely to occur should not be 'overloaded' in the course.
- e) Complex or cumulative skills should be placed relatively late in the course sequence.

These are only some of the guiding principles to ensure the designing of a course. It is for the trainer to make the best use of only such guidelines that suit the proposed course most.

(v) Training approach

The use of proper training approach is a prerequisite condition of the effectiveness of conducting a training programme. The selection and use of such approaches/methods becomes all the more crucial as the participatory nature of the activity demands that the training should be not only educative, but equally stimulating. Use of a single most effective approach or combination of approaches promotes greater interaction between the trainer and the trainee and, hence, creates a productive learning experience. Although there may be various approaches of imparting training, yet, mainly two approaches are adopted. They are based on i) instructional methods, and ii) group participation methods. While the instructional approach mainly uses lecture method under a classroom situation, the group participation approach uses such methods as discussions, workshops, seminars, field trips and study tours.

None of the above mentioned approaches is singularly suitable or sufficiently effective for any training activity. Every approach has its own advantage or disadvantage. It is from this angle that there is a need to make proper selection quite carefully, taking into account a number of factors and go for the most appropriate one. In most of the cases, however, the training programmes have to employ a combination of approaches. The choice for selecting suitable training approach/approaches depends on certain basic assumptions, as under:

- a) The trainees have different backgrounds regarding their past knowledge and work experience which have significant bearing on their learning process.
- b) The trainees learn most in a situation that encourages their participation in the learning process.
- c) No single approach is effective enough to ensure the maximum impact in terms of learning experience.
- d) Effective use of a particular approach depends on the intelligence and skill of the trainer.
- e) The trainer, to whatever extent skilled and intelligent he or she may be, has to understand that the efficiency of the job performance depends on one's continuous growth in knowledge and experience. For this he/she has to first 'de-learn' in order to learn the skill of seeking active involvement of the learners in the learning process during the course of training. Then only the process of learning the principles and practices of training starts. This process of learning has to continue throughout his/her professional career as a trainer.

3.4 Steps in Organising a Training Programme

The following steps need to be taken to organise training:

- i) Training Needs Assessment (TNA)

This is perhaps the very foundation on which the whole structure of training is to be designed, as it is always the user need based training which attracts wholehearted interest and involvement of the trainees and delivers the expected benefits.

ii) Setting the Goal

With definite goal orientation the training programme has the obvious advantage of the needed direction, and, therefore, this step is quite vital to the success of the ventured exercise.

iii) Determining the Training Contents

The contents of a training course have to be designed in accordance to the set goal of the training programme and also as per training needs of the target group. This can be done by adoption of measures mentioned below.

- ◆ List the expected level of change in the knowledge, attitude and practices of the target group perceived to be the effect of the training.
- ◆ Prioritize the aspects that make up the subject matter.
- ◆ Select relevant topics that should be included in the contents.
- ◆ List priority-wise topics.
- ◆ Specify component based structure of the course contents.
- ◆ Identify the items of knowledge input for each topic and sub-topic.

(iv) Developing an Action Plan

One of the essential requirements of an action plan for a training programme is that it should be based on the following points:

- ◆ Proper scheduling of training activities.
- ◆ Well specified purpose.
- ◆ Clearly specified course contents.
- ◆ Adequately listed training materials and equipment.
- ◆ Identification of qualified resource persons.
- ◆ Selection of appropriate training methods.
- ◆ Deciding the approach of involving trainees in different training activities.
- ◆ Listing the critically practical assignments for the trainees.
- ◆ Systematically designed evaluation plan of the training, both during and after the training course.
- ◆ Strategy for follow-up action.

(v) Ensuring Job Efficiency during a Training Session

Much of the success of a training course depends on the performance of the training or resource person during a particular session, in which he/she has been assigned a talk to be delivered on a specific topic. In case of advanced training courses, the job efficiency may also relate to the skill of technical presentation through the use of audio-visual aids. There are certain measures which are usually recommended to enhance the job efficiency of the trainer. Some of the important ones are:

- ◆ Proper collection of the reference material as relevant to the course title.
- ◆ Thorough review of literature, keeping in view the subject matter.
- ◆ Preparation of the outline of the talk. This outline should include:

- ***Course title***
- ***Lesson title***
- ***Time allotted***
- ***Objectives***
- ***Needed training materials/aids***
- ***Training method to be adopted***
- ***Main content of the talk***
- ***Concluding note***
- ***Theme/topic leading to discussion***
- ***Type of practical assignment to the trainees***

- ◆ Presentation of the talk is as important as the preparation of the outline. It should be marked by the following:

- ***Introduce the topic in a clear way.***
- ***Tie in the topic with the topic of the previous lesson.***
- ***Emphasize the importance of the theme and the purpose of the talk.***
- ***Give motivation for the new learning experience - coverage of the subject matter.***
- ***Give a summary along with review of main points.***
- ***Tie in to the topic of the next lesson.***

3.5 Post Training Reinforcement

Post training reinforcement of interest and skill created in the target group is essential for sustaining the benefits of the training programme. This can be done through the following:

- ◆ Frequent visits to the places of the stay and work of the trainees. Such visits can be used for occasional assessment of the use of training skills.
- ◆ Continuous feedback of the activities of the training centre and advancements made in the skills generated during the present training course. This can be done through regular correspondence and mailing of newsletter in case it has been started.
- ◆ Holding occasional meetings and experience sharing workshops at a place where ex-trainees are in position to participate conveniently.
- ◆ Organising formal groups of ex-trainees with a view to providing them with an opportunity to undertake activities of common interest through collective efforts. This could be in the form of forming either some association or an action group.

3.6 Feedback and its Use

With a view to ensuring the best use of feedback of information gathered from the trainees, both during the training and after the completion of the training course, it is desirable to incorporate the lessons learned into future programme.

3.7 Follow-up

A proper plan of action should be drawn to ensure a meaningful follow-up of the training. For this, regular visits to the ex-trainees and frequent exchange of letters or regular contact through pulling them on permanent mainly address will be quite fruitful. In fact, it would be better to integrate the two activities of follow-up and reinforcement into a simple plan of action.

CHAPTER 4

THE TRAINER AND HIS/HER ROLE

4.1 The Trainer and his/her Tasks

The trainer occupies a pivotal place in the whole process of training. Much of the success of a training programme depends on his/her competence and capabilities. He/she has multifarious roles to play during various phases of a training programme. The success of a trainer depends on his/her versatility in taking on a number of roles. However, at times taking on multifarious roles can cause some concern and anxiety and adversely affect the job efficiency of a trainer. It is, therefore, pertinent that the trainer should not only identify his/her roles very carefully, but also decide their sequencing as per the priority order of his/her short-term and long-term goals. This will help him/her to take up only those roles at a time, which need top priority. Such approach will not only help the trainer to reduce his/her workload but also add to his/her job efficiency.

As regards efficiency of the trainer, it has to be understood that irrespective of the quality and contents of the training imparted to a group of future trainers there will always be a interpersonal differences in their job performance efficiency as skilled trainers. Training can best be used for developing the required skills which a trainer is expected to be equipped with.

4.2 Basic Requirements for a Trainer

There are a number of personality traits that may help an individual to discharge his/her role as a trainer quite effectively. In case of those being trained to impart training in the particular field of human resource development as in case of Haryana Community Forestry Project, there is all the more a need to ensure that those selected for the job should essentially meet these basic requirements.

4.3 Some of the Basic Requirements for a Successful Trainer

(i) A Desire to take up the Job

The one who wishes to be an efficient trainer must have the 'basic' desire to accept the assigned role as his/her natural choice. That way he/she will not

only enjoy the work, but also be more committed to the entrusted responsibility. In addition, this will also help the process of achievement/motivation which is so crucial for the success of the assigned task.

(ii) Knowledge of the Subject Matter

In addition to the expertise relating to the techniques and tools of conducting training, the potential trainer needs to have adequate knowledge of the subject matter to be included in the future training activities. Such a knowledge will help the trainer to select those training methods and materials which suit a particular training course. It will be worth while to point out that not all training methods are applicable to all training courses. For example, the methods suiting a course relating to Health and Hygiene under a Rural Health Programme may not be suited to a course relating to Microplanning and Microproject Formulation under a Community Forestry Project.

(iii) Basic Understanding of Human Behaviour

A potential trainer should have the natural aptitude to understand human behaviour. This will help him/her to appreciate as to why a particular trainee or a group of trainees is responding or reacting to whatever subject matter is being discussed during the course of training. One may find different levels of enthusiasm amongst the trainees. Or maybe the trainer finds the trainees indifferent to whatever is being told to them. In extreme cases there may be a situation when trainees or a group of them may create problems, raise voices of protest and make it difficult to let the training continue. A trainer who knows a bit of human psychology will be in position to know the real cause of such development and resolve the crisis skillfully. Similarly a basic knowledge of the attitude and aspirations and interests of individuals will help the trainer to design the training strategy which may ensure the active involvement of the trainees.

(iv) Knowing the Learners, their Background and Training Needs

An effective trainer is one who knows his/her trainees well. It is, therefore, essential for a trainer to have full understanding of the members of his/her target group in terms of their socio-economic-cultural background, professional competence and experience, interests, aspirations, achievement motivation, goal

orientation, perceptual ability, needs and expectations and their future role assignments. All these aspects can be known, not necessarily through any formal academic exercise, but also through keen observation, informal group discussions and other ways of earning their confidence.

(v) Knowing Psychological Traits of the Learners

An effective trainer has to ensure that there should be a proper environment in which a learner gets maximum opportunity to learn. In this context it has to be understood that the experience of learning is not limited to the process of thinking only. It is in fact an emotional process through which the learner is motivated to change attitude. Likewise, learning is also a psychological process which promotes the necessary aptitude for adopting a new practice. In a comprehensive sense a learning environment, therefore, relates to such mental, emotional and psychological factors that accelerate the desirable changes in the knowledge, attitude and practice (KAP) of the learner.

(vi) Positive and Productive Learning Experience

The need for a positive and productive learning environment is quite evident. Learning environment is the process of training, which does not only relate to the trainees but also to the trainer. For example, it will be a futile effort to impart meaningful training to a group of unwilling trainees. Similarly no training can be fruitful if the trainer is not adequately skilled. Other important factors which have positive impact on the effectiveness of learning environment are subject matter, communication media and physical facilities available at the place of training.

It is important for a trainer to have sufficient knowledge about these factors. That is why these aspects need to be properly highlighted. A trainer must know that learning environment is not something that can be provided to him/her. In fact, it is for the trainer to create and sustain an environment, which can promote a learning experience that the trainees find useful. In doing so the trainer must be aware of the fact that the process of learning becomes easier when the contents of the training relate to the felt need of the trainees.

For creating a good learning environment it is important that the trainer follows certain steps as highlighted below in the box.

Creating an Effective Learning Environment – Steps

- **Arrange learners in U-form seating arrangement.**
- **Protect learners from outside disturbance.**
- **Don't make lessons longer than 20-30 minutes.**
- **Vary the teaching tools to break the monotonous effect.**
- **Arrange the course at a suitable time when trainees are relatively free from their routine activities (like sowing or harvesting).**

(vii) Creating Trainee Readiness to Learn

Another fact which a trainer has to keep in mind is that training, unlike formal schooling, involves sharing of experience by learners and the trainer. Having appreciated this fact an efficient trainer has the basic responsibility to create trainees' readiness to learn, with a view to helping them to use their experience to gain a deeper understanding of different tasks relating to their future role.

(viii) Linking Training and Extension Activities at the Field Level

Training and extension activities need a meaningful linkage base. Extension activities covering different aspects of information and communication systems are important elements of participatory approach as envisaged in the overall strategy of Haryana Community Forestry Project. It is in this context that imparting training in communication methods and media use to some of the members of the project staff and training in the areas of leadership building and communication skills to Link Workers and leading members of Village Resource Management Committees become so useful.

(ix) Seeking Co-ordination from Related Agencies

There must, however, be close coordination between all forms and levels of training to ensure that they serve common objectives. Responsibility for

ensuring this coordination should be on senior staff members at HQ level, who should establish effective channels of consultation and cooperation between different functionaries and agencies involved in extension education and training.

In the light of the fact that an effective information networking plays an important role of seeking co-ordination of all the extension agencies, there is considerable need to train grassroots functionaries and village leaders, so that they can motivate the local community to carry out the entrusted tasks.

(x) Multi-dimensional Skills

An efficient trainer has to demonstrate his/her ability on many fronts of his/her job performance. He/she has to acquire sufficient competence for discharging his/her roles quite impressively. Although he/she is expected to be master of his/her major role, namely that of imparting training, yet, in other areas of training he/she has to equip himself/herself with basic understanding of the related skills. First and foremost of these skills is that of communication ability in terms of being equally effective as sender and receiver of the message. This means that a good communicator has to be a good speaker and at the same time a good listener also. It is also important that an effective trainer knows the skill to use training methods and materials, handle training equipment like audio-visual aids, conduct method demonstrations, organise field trips and study tours, make organisational arrangements for training, conduct training evaluations, and ensure follow-up action to judge the performance of those trained by him/her.

4.4 The Trainer as Change Agent

The competence of the change agent must encompass a wide range of knowledge, including: (i) conceptual diagnostic knowledge cutting across the entire sector of the behavioural sciences; (ii) theories and methods of organisational change; (iii) knowledge of sources of help; and (iv) orientation to the ethical and evaluative functions of the change agent's role. In addition to this intellectual grasp, the change agent must also possess (v) operational and relational skills: of listening, observing, identifying, and reporting, of ability to form relationship and trust, of a high degree of behavioural flexibility. The change agent must also (vi) be able to use himself/herself, to be in constant

communication with himself/herself, and to recognize and come to terms with (as much as is humanly possible) his/her own motivations.

Particularly in the diagnostic stages of the work, the trainer as a change agent must observe how the target system deals with him/her. Quite often, as we mentioned earlier, the interface between the change agent and the target system is crucial for understanding and reaching a conclusion with respect to the state and readiness of the target system. In short, the change agent should be sensitive and mature. Finally, the change agent should (vii) act authentically in accordance with the values he/she is attempting to superimpose upon the target system's value system.

The trainer as a change agent must not impose democratic or humanistic values in an authoritarian or inhuman manner. If the change agent is concerned with creating more authenticity and collaboration, he/she must behave in ways that are in accord with these values. The fact of the matter is that so much of the change agent's influence grows out of his/her relationship with the target system and the extent to which he/she is emulated as a role model, that any significant discrepancies between the change agent's actions and his/her stated values cannot help but create resistance.

These are the requirements for the effective achievement of the change agent's role of a trainer. We would not expect to find many such supermen/women among us, but we would expect this job description to be used as an aim.

4.5 Supplementary Role of Trainers

As facilitators of change the trainers should, by their own example of flexibility, try to bring about construction changes in the way people think and act.

(i) Initiative

When a situation arises, trainers should try to take appropriate action on it, using their own resources. They should discuss all developmental problems with the local community concerned and encourage them to make an appropriate decision for themselves on the basis of existing knowledge and skills.

(ii) Organisational Ability

The work of the extension staff themselves must be well planned and organised, if the local people and their leaders are to support a programme of extension. Good organisation leads to the most effective use of limited resources.

(iii) Problem Solving Ability

Extension staff should measure the problem against their won knowledge and experience and, if possible, suggest solutions to it.

(iv) Judgement

Extension staff should always consider the effect which their actions, general behaviour and the language they use will have on the community.

(v) Self-improvement

Extension staff must follow the principle that learning is a continuous process for all people and apply it conscientiously to their own activities.

(vi) Reliability

Extension staff must be aware of the importance of keeping any promises they may make to people and limit their commitments to what they can be sure of delivering.

(vii) Public speaking

Extension staff must expect to have to speak frequently to members of the public, formally and informally, either as individuals or groups. To carry out this function effectively they must acquire skills in speaking.

(viii) Work with Local Leaders

Examples of local leaders, whose support is important for success of a training programme, are: political leaders, cultural leaders, leaders of religious groups, teachers, leaders of the administration, officials of government agencies, traditional leaders, village or district chiefs, leaders of clans or community groups, leaders of special interest groups like farmers' associations, women's or youth organisations, heads of local development groups, businessmen.

CHAPTER 5

PLANNING AN EFFECTIVE TRAINING PROGRAMME

5.1 Training Needs Assessment

The guiding principle of planning has to be that the training courses are to be user need based. In other words, the whole structure of the training activity has to be designed with a view to meeting the demands of the target groups that relate to their training needs. For this, a systematic exercise of training needs assessment has to be conducted. Since most of the trainees will be villagers who are less educated the tool to be used for this exercise should be interviews conducted in Hindi.

With a view to making the TNA exercise more meaningful and give it a realistic base, it is advisable that the matter is discussed with the target group in a meeting which may be especially called at any common place in the village. However, care should be taken to ensure that those who attend such meetings do represent the social sections from which the future trainees are to be drawn. This means that there should be proper representation from women and weaker sections of the village community.

5.2 Statement of Specific Objectives

Specification of objectives for a training programme in general and a training course in particular provides a definite guideline to conduct training for a special target group, like the VRMC leading members and the Link Workers.

For example, the overall objective of training of VRMC leading members under HCFP is “to enhance their understanding in such areas as village resource management through the formation and functioning of VRMCs, including the rights and responsibilities of every office bearer”. In addition to day-to-day matters like calling and conducting meetings, the rules guiding quorum, minutes of meetings, money management etc., they should also have sufficient understanding of matters like formulation, implementation and evaluation of microprojects.

Specific objectives for each course have to be evolved in accordance to their requirements in terms of contents and action implications.

For example, in case of a course on VRMC Management the specific objectives will be as under:

- i) To familiarize the trainees (i.e. VRMC office bearers and LWs) with the importance of community participation in village resource management.
- ii) To familiarize the trainees with the formation and functioning of VRMCs, with particular reference to their legal framework and mechanism of conducting meetings and keeping records of the proceedings.
- iii) To strengthen the role of VRMCs for initiating community resource mobilisation and utilisation of funds for a self-sustaining development process.
- iv) To enable the VRMC members to formulate microprojects for their villages and take necessary steps for implementing such projects.
- v) To familiarize the VRMC office bearers with the guiding principles of sharing the benefits, especially in the context of the common good, equity and efforts.

While evolving the objectives the guiding principle is that there should be definite goal indication, focused purpose, clarity of the areas of thrust and specific direction in the related statements of the same.

5.3 Structuring the Course Contents

There is a need to structure the course contents of the training of VRMC office bearers and Link Workers, considering the following:

Who is to be trained?

This aspect should relate to the background of the targeted group in terms of such parameters as age, education, income, occupation, land ownership and formal social participation in relation to the positions held in different village organisations like Panchayats and Cooperative Societies. Besides, the background of the future VRMC office bearers and their role and relation to the Village Resource Management Committee should also be taken into consideration. While outlining the course contents the needed steps are:

- ◆ Determine the type of changes expected in the knowledge, attitude and skill of the targeted trainees.
- ◆ List out important aspects as per their importance.
- ◆ Select the topics as per their priorities.
- ◆ Design the framework of the course as per the availability of needed resources, including the time and technical support.
- ◆ Break down the topics into sub-topics or components and arrange them in a logical sequence.
- ◆ Decide the information and knowledge input needed for the training course.

The course contents, if designed on the basis of these guidelines, will to a large extent ensure the fruitfulness of the training.

5.4 Developing an Action Plan

This should indicate:

i) Calendar of Activity

At this stage a definite programme for conducting different training courses should be designed, giving specific details on such aspects as course title, target group, date/duration, venue, type of trainees/resource persons, number of total trainees, number of batches, number of session etc. This can also be termed as the calendar of the training programme. The resource persons should also be identified at this stage.

ii) Budget

At the same stage the budgeting pattern should also be outlined, giving the definite details of the estimated expenditure on different items like transportation, purchase of training material/equipment, hiring of equipment (if needed), honorarium to be paid to the resource persons/agency, amount to be spent on arranging field trips/study tours, secretarial assistance and stationery, extra arrangements for tentage and crockery, printing of certificates, postage and telephone expenses, photography, media coverage, inaugural and valedictory session arrangements and other unexpected miscellaneous expenditures. Such budgeting should be made for each course specifically.

iii) Periodical Review

The pattern of reviewing the progress of the training periodically should be decided in advance, so as to avoid any chance of the activity going in a wrong direction.

Such reviews provide an opportunity for certain corrective measures during the training course itself. Besides, such reviews also help in modifying the strategy of future training. In this context it is important to understand that a training review is neither the monitoring of a training activity, nor the evaluation at a given interval. The pattern of such review may be both formal and informal. For formal review some form of opinion survey may be conducted to seek the views of the training staff and the trainees.

The aspects covered through such exercise would be usefulness of the course, allocation of time for a particular course, effectiveness of the method used, appropriateness of the training materials, organisational efficiency, effectiveness of the resource persons, distribution of time between theory and theory practices etc. For informal reviews the aspects can be discussed through in-group sittings. While conducting such exercises it should be kept in mind that the participants are encouraged to express free and frank opinions. They should also be convinced that their free and frank opinion will help the planning of future courses on a more realistic basis and their views will receive due consideration without any prejudice or bias against anyone.

iv) Expected Benefits

Expected benefits, if envisaged pointedly at the stage of planning of the training course, provide definite guidelines to the course design and also the indicators against which the training programme has to be evaluated. The expected benefits are determined in terms of the degree and direction of change in the knowledge, attitude and practices of the trainees.

In the particular context of training of project beneficiaries under HCFP the changes will reflect in increased knowledge in such areas as resource management capabilities, skills related to microplanning, microproject formulation, participatory monitoring and evaluation, institution building for community resource management etc. Also such training is expected to bring

about desirable changes in the knowledge and attitude of VRMC office bearers in relation to protection and management of natural resources for enhancing the process of sustainable development of their villages. The positive outcome of such training will be visibly reflected in the overall growth of their villages, as brought about by the optimum use of available human resources.

5.5 Check List for Organising a Successful Training Programme

With a view to ensuring that a training programme is organised successfully, there should be a checklist against which it can be judged whether the training is going on as per desired direction. This can be done against the following criteria:

- ◆ Purpose: If the training is in progress as per objectives, aims and action plan.
- ◆ Selection of Participants: Whether the trainees of the course have been selected in accordance to the set norms and procedure.
- ◆ Contents: Whether the course contents of the training are being satisfactorily covered.
- ◆ Choice of Resource Person: Whether the trainer or resource person has been rightly selected as judged by his/her performance
- ◆ Selection of Training Methods: Whether proper training methods have been selected and used, so as to do full justice to the effectiveness and fruitfulness of the training.
- ◆ Organisational Management: Whether the training programme has been organised properly as reflected by the reactions of the trainees.
- ◆ Evaluation: Whether the training programme has been evaluated during the present course itself and whether it is being conducted in such a way that post training evaluation is possible.
- ◆ Feedback: Whether there has been a provision for feedback information through the opinions sought from the trainees.
- ◆ Follow-up Action: Whether enough scope has been provided and measures being taken for the same, to ensure that proper follow-up action is taken after the training. This may be in the form of planning for the visit of supervisory or senior staff to the project villages to see if the trained field staff is using the skills acquired through the training or not. Even post training evaluation exercise may be the part of this step.

5.6 Necessary Steps for Conducting Training

The steps to be taken for conducting the training should be purposefully planned and logically sequenced. Some of the major steps are:

i) Preparedness of the Trainer

The trainer at this stage should be in a 'get ready' position before the training course starts. He/she should be well versed with the purpose and approach of training and well equipped with the necessary information/skills to deliver his/her job effectively. Besides, he/she should get well familiarized with the background of the selected trainees in terms of their socio-economic background, their level of education and exposure to previous training and their experience of working in the area of the intended training.

ii) Preparations of the Trainees

The prospective trainees must be mentally prepared to get the training for which they have been selected. This may be in terms of their awareness about the importance and theme of the training, their being properly motivated for the same and being well informed about the training schedule, venue, necessary things to be carried along with them, the route and mode of transportation to reach the place of training etc.

(iii) Finalisation of the Training Design

The training design should be given final shape before the training starts. This should contain:

- ◆ Specific purpose of the training.
- ◆ Default course contents.
- ◆ Explicitly structured scheme of the use of training methods in accordance to each course in general and each session in particular.
- ◆ Properly prepared and printed training materials for each course.
- ◆ Adequately selected training aids and equipment to be used during training.

(iv) Follow-up Action

Follow-up action has a very special role in the fruitful utilisation of the training input. Although this is true for all types of training activities, yet, it has a

definite importance in the training of villages participating in any development programme. This can be done through:

- ◆ Periodic visits to the village where the trained person is engaged in the project.
- ◆ Short meeting and discussion in the project villages.
- ◆ Arranged visits to the demonstration sites.
- ◆ Organising fairs and exhibitions.
- ◆ Publication of newsletter and its regular mailing to the ex-trainees.
- ◆ Formation of some formal association of ex-trainees and arranging its activities.
- ◆ Bringing ex-trainees to the project Headquarters for periodical assessment of the field activities.

CHAPTER 6

TRAINING METHODS

6.1 Importance

The use of proper training methods is a prerequisite condition of the effectiveness of conducting a training programme. The selection and use of such methods becomes all the more crucial as the participatory nature of the activity demands that the training should be not only be educative but equally stimulating. Use of single most effective method or combination of methods promotes greater interaction between the trainer and the trainees and, hence, creates a learning experience required for the fruitfulness of the activity.

6.2 Types

Although there are many methods used in different training programmes, those having particular relevance in Haryana Community Forestry Project are:

- (i) Lecture
- (ii) Case study
- (iii) Group discussion
- (iv) Role playing
- (v) Demonstration
- (vi) Workshop method
- (vii) Field trips
- (viii) Study tours

None of the above mentioned methods is singularly suitable or sufficiently effective for any training activity. Every method has its own advantage or disadvantage. It is from this angle that there is a need to make proper selection quite carefully, taking into account a number of factors and going for the most appropriate ones. However, each method can be used more effectively if the trainer is well versed with the related skills of the same.

A brief account of each method as given below, which will help the trainer to make the right selection.

(i) Lecture

Traditionally this method has been accepted as the most widely used form of communication between the trainer and the trainees. It is also relatively easy to plan and deliver. The extent to which a lecture can be effective depends on the quality of the lesson plan and the efficiency of presentation. However, the success of the use of this method depends largely on the level of understanding of the trainees and their desire to learn the subject. The use of this method is constrained by the monotonous effect that a lecture produces. Also, there is only a limited scope for meaningful interaction between the trainer and the trainees. To overcome these limitations the trainer is advised to supplement the lecture by the use of suitable training aids.

Rating of the quality and contents of the lecture method is done in terms of the way it has been organised, presented, supplemented by other methods, benefited the trainees to the expected level and evaluated by outside agency in case the situation demands. Basic requirements of an effective lecture method are depicted in the box below:

REQUIREMENTS OF AN EFFECTIVE LECTURE

- ***State the purpose of the lecture clearly.***
- ***Introduce the subject matter in an appropriate way.***
- ***Adapt to group needs and interests.***
- ***Apply novelty in approach and presentation of main theme.***
- ***Sequence sections and sub-sections of the talk logically.***
- ***Make a convincing conclusion.***
- ***Make it lively and direct.***
- ***Interact with trainees during the lecture – pose questions.***
- ***Involve all trainees, not only the active ones.***
- ***In case of a mixed batch, ensure the involvement of women.***
- ***Make sure everybody understands your message – recapitulate, pay special attention to slow learners.***
- ***Use impressive body language.***
- ***Use attractive gestures.***

However, it is the total speaking ability that plays an important role in the quality presentation of a lecture.

There are some supplementary measures which add to the quality of a lecture. They are:

- ◆ Use of proper teaching aids in order to sustain the interest of trainees;
- ◆ Tactful handling of questions so as to avoid uncomfortable situations;
- ◆ Proper classification of issues raised by the trainees;
- ◆ Effective organisation of discussion;
- ◆ Adequate provision of background notes and reference materials.

(ii) Case Study

The use of this method has the advantage of an opportunity being given to the learners to participate in free, frank and informal discussions. This method is of particular use when the target group is to be told about a field related problem and the way the solution has been made. The disadvantage of the use of this method is that the interest of the target group is difficult to sustain unless the case study is meaningful and interesting.

(iii) Group Discussion

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

The limitations of this method are that it is a relatively slow moving process and there is always a likelihood of the process being dominated by the talkers and those opting for less talk and more thinking may be sidetracked. Also in a large group an opportunity to express gets diluted. These limitations can, however, be overcome by reducing the size of the group or conducting the group discussion through buzz session. In any case the usefulness of group discussion is only when it is conducted in a guided manner and when the group leader ensures that the discussions do not deviate from the major theme.

How to Make Group Discussions Effective

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

(iv) **Role Play**

Role play is one of the most important training methods, where the trainees learn through their participation in an unrehearsed on-the-spot reaction to a perceived problem to seek a possible solution which their future role may demand. This method provides an opportunity to the trainees to demonstrate their attitude towards the problem and their willingness to solve the same.

This method has the advantage of being equally interesting both to the trainer and the trainees. It provides a good opportunity to the learners to express their feelings quite spontaneously. In addition, this method is an effective

instrument to stimulate the participation of the trainees in the learning situation. For effective use of this method the trainer has first to plan the problem situation and then describe the characters to be involved and the roles to be assigned to every individual character. After giving some time to the trainees for their preparation, the role-play starts with the action and continues till every trainee has had his/her say in accordance to the assigned role. The process is then followed by discussions.

However, the method is restrained by the limitation of the lack of expected degree of participation of those trainees who may not be spontaneous in acting and those who fail to get into the spirit of role playing. On the other hand, the trainees being alert and articulate will find the method quite interesting and meaningful. The use of this method may be quite useful in training Link Workers and leading members of VRMCs in strengthening their assigned role under HCFP.

(v) Demonstration

The demonstration is a method based on presentation that shows how to perform an act or use a procedure. It is often followed by the activity under the guidance of the instructor. Sometimes this method is also used to demonstrate the impact of a new practice in contrast to the old one. The former type of demonstration is known as 'method demonstration' while the latter is known as 'result demonstration'.

This method has the advantage of greater impact on the learner in terms of adding to his existing level of knowledge and skills. This method is known to be based on the principles of 'seeing is believing' and 'learning by doing'.

Of course, result demonstration cannot be conducted in a classroom situation. During field trips or study tours the trainees can be given some idea about result demonstration. For example, the trainees can be shown a plantation area where modern practices have been adopted. The comparison between the success and failure models can be used as a method of result demonstration.

However, for a real situation the result demonstration has to be conducted at a site where the impact of the use of improved technology can be

demonstrated under a 'controlled' situation and 'experimental plots'. This method is more relevant in relation to agricultural crops as compared to tree plantation, as in the latter case it takes more time to show the impact of the use of the technology being demonstrated.

(vi) Workshop Method

The 'workshop' is one of the most effective methods of educational/training process, whereby a group consisting of 10 to 25 participants share their ideas on a common problem and reach a solution through consensus. This method provides an opportunity to the participants for their professional growth, particularly in relation to the community oriented role which they may be expected to play. Apart from an opportunity for deeper involvement in the learning experience, this method prepares the target group for the determination of their common goal and also to spell out the action strategy to arrive at a set goal.

The use of this method is, however, restrained by the limitations of requiring more of time and organisational resources. In addition, the success of the workshop method depends on competence of the training staff to conduct the workshop quite effectively and also the intellectual level of the trainee-participants to interact more meaningfully. With a view to ensuring fruitfulness of the exercise the participants are expected to be genuinely willing to share their ideas and information more freely and fruitfully.

For conducting training through workshop there should be a room large enough to provide accommodation for a group of 10 to 20 participants.

6.3 Learning on-the-job – Nine Training Requirements

- a) Provide successive glimpses of the job in such dimensions that the skill required for each can be grasped, practiced separately if necessary, and then put together with other parts when the time is ripe. That is the same as saying that what the programme puts forward for the attention of the participants at any time must be real for them.
- b) Provide time and other resources, such as the trainer's knowledge and experience, in such measure that the participants can convert the training event into an experience for themselves.

- c) Protect the participants and their organisation against personal harm and expensive error arising from lack of knowledge and skill.
- d) Make the learning process itself conscious for the participants so that they know how to deal with new situations as they arise and can go on learning.
- e) Expose participants to ideas and methods beyond those now available within the organisation.
- f) Provide opportunities for experiment beyond the tolerance of an operating organisation and for feedback of results.
- g) Give participants the experience of belonging to groups beyond the organisation, particularly professional and organisational groups, which can foster continued exchange of ideas and the development of high standards in the profession.
- h) Provide opportunities to step back from day-to-day tasks to think about one's job as a whole, analyze priorities and division of time and how the job fits into the participants' pattern of life.
- i) Provide opportunities for very intensive experience through a high degree of consistency and training skill.

6.4 Selection of the Right Method depends on

- ◆ Learning objective
- ◆ Trainer
- ◆ Trainee
- ◆ Educational level
- ◆ Age and experience
- ◆ Social/cultural environment
- ◆ Learning environment
- ◆ Subject
- ◆ Time and material factors
- ◆ Preparation time-cost

- ◆ Length of course
- ◆ Course runs
- ◆ Time of day
- ◆ Teaching facilities

6.5 Opting for an Appropriate Method

For each situation there is a specific set of methods as depicted below.

When your objective is to teach a physical skill, choose from

- *Demonstration*
- *Discovery method*
- *Individual practice*
- *Work cards or books*
- *Lesson-demonstration*

When your objective is to impart knowledge, choose from

- *Case study*
- *Discovery method*
- *Discussion*
- *Lecture*
- *Lesson-demonstration*
- *Private study and reading*
- *Programmed instruction*
- *Tutorials*

When your objective is to change attitudes, choose from

- *Case study*
- *Discussion*
- *Game*
- *Role play*
- *Simulation*
- *Tutorials*

CHAPTER 7

TRAINING SKILLS IN COMMUNICATION AND MEDIA USE

7.1 Communication in Forestry Extension

Communication lies at the core of any extension programme. Without good communication new concepts or technologies will not reach the people who might benefit from them. Without a reverse flow of information from the people, research workers or administrators will never really know why promising ideas failed to gain acceptance or even what it is the people think they need to break through the barriers of low productivity or poverty. Unfortunately, many people have failed to recognize fully the problems extension staff experience in conveying to their clients not only the technical requirements of a new process, but the logic of the whole process and how it can be presented as an acceptable component of a local production system.

A new process is not necessarily an acceptable idea because the developer thinks it is good. A person may question why he should produce more than he needs for his immediate requirements, if the items are in adequate supply locally, if market prices are low, if he is held to ransom by an expensive and inefficient transport system, and if there is nothing to buy in the stores with any money earned. An extension effort should arise from the felt needs of the people, not simply the availability of a new process. Good communication helps people to express their needs in an acceptable form and to relate their needs to available resources of techniques and funds.

Communication attempts to bridge the gap between the sources of ideas and potential users of them. It attempts to make available messages in a form that people can understand, examine critically, and incorporate into their regular practice, if they can see any benefit in applying them. New ideas, however, are unlikely to be accepted readily if they appear to run counter to some established local customs, beliefs, religious or family practices, or a farmer's accumulated understanding of how his land should be farmed. The possibility of any new idea being adopted widely can only be judged against a sound knowledge of local traditions. Identifying a barrier in traditional practices and a breakthrough point may be as important as the new technique itself in changing practices.

7.2 The Communication Process

Most communication systems identify four basic elements in the communication process:

- ◆ the sender or communicator of the idea;
- ◆ the message to be sent;
- ◆ the channel or means of communication; and,
- ◆ the receiver of the message or the audience.

A Good Communicator

- knows his/her audience, its wants and its needs;
- knows his/her message and how to present it to that particular audience;
- knows the most effective channels of communication to reach the audience with his/her message;
- knows his/her own abilities and limitations, both in technical knowledge and as a communicator;
- is interested in his/her audience, its welfare, and how his/her message can help them;
- is interested in improving his/her skills in communication;
- prepares his/her messages carefully, using appropriate materials and aids to arouse interest and to ensure a successful reception;
- speaks clearly and uses terms and expressions the audience can easily understand;
- can listen and interact as well as speak (two-way communication);
- communicates with the whole class, not only the more active trainees who easily come forward;
- realizes that establishing a bond of mutual understanding between speaker and audience is mostly the speaker's responsibility;
- is very conscious of the limitations of time and the span of attention of listeners;
- does not try to cover the whole of a major topic at any one time;
- selects only those parts most appropriate to the particular situation;
- does not involve the audience too long at any one time.

7.3 Message

Normally most of the field level staff have the impression that whatever they have to tell to their clientele group (for example the potential tree growers in case of a forestry promotion programme) should be well received because the information being passed to them is quite useful. However, they may be discouraged to see that the response of the targeted people is not very positive. An objective assessment of such constrained outcome will indicate that the message communicated at the field level suffered from the following handicaps:

- ◆ incomplete contents;
- ◆ dubious meaning or confusing language;
- ◆ non-compatibility with field requirements and normal pattern of activities;
- ◆ unimpressive presentation;
- ◆ non-convincing approach.

With a view to overcoming the problems faced due to such handicaps of the message or lack of desired approach to pass on the message in a purposeful way, the communicator (the field extension worker in case of a project like HCFP) should take into consideration points highlighted in the box on the next page.

7.4 The Channel

There may be broadly three types of channels, namely visual, spoken and written. In addition there may also be the channel having a combination of two types. Usually the channel if used in a combined form proves to be more effective.

With a view to making effective use of a channel the following considerations are essential:

- ◆ Usually visual communication is more effective than in spoken or written form, due to the principle of “seeing is believing”, which has been the basis of field extension approach for quite some time. It is because of the ‘demonstration’ impact of the use of the recommended practices. However, visual communication, if not supported adequately by written or spoken communication, does not prove so fruitful.

Considerations for an Effective Message

- While deciding the contents of the message, the purpose of communicating to the target group should be quite clear.
- The desired impact of the message in terms of its acceptability by the intended users should be well conceived.
- The message should be essentially need based.
- The message should be clear to understand and convincing to be accepted for ultimate use.
- The message should be timely so as to enable the target group to arrange the necessary inputs before the expiry of the period of its field application.
- The message should not clash with accepted social standards and traditional values.
- The message should be quite precise and pointed. Too much of details makes the message more confusing than informative.
- The approach of communicating the message should be marked by the creation of proper awareness and desired interest in the target group.
- For successful efforts of communicating the message, necessary facilities for back-up support in the form of supply of adequate inputs and their timely availability to the target group should be planned and arranged in advance.
- In addition to the theoretical skill the communicator should also use his practical experience to present the message effectively.

- ◆ While the method of demonstration is more convincing to a relatively less educated class of the clientele group, other forms of visual communication, such as pictures, charts, diagrams, posters, exhibits and displays are equally effective in drawing the attraction and interest of both types of clientele group, i.e. educated and uneducated people.
- ◆ The use of colour in the visual material makes the impact of the channel more effective. However, the selection of colour should be made quite carefully. There are some colours that are specifically associated with a particular symbol. For example 'red' for red cross or the symbol of family planning or 'green' for the leaves of trees. Using any other colour for these indicators will produce the opposite impact.

- ◆ Spoken communication has its own advantage. It has special significance for field extension staff as it provides them an opportunity to use two-way communication, namely the flow of technical message from the extension worker to the target group and also the flow of feedback information from the target group to the extension workers.
- ◆ The forms of spoken communication may be such as home or farm visits, telephone calls, meetings, discussions and radio/television programmes. Except radio/TV communication other forms provide the extra advantage of face-to-face situation for better exchange of ideas, on the spot clarifications, supplementary information, reactions, decision making etc.
- ◆ Above all, spoken communication enables the communicator to establish a personal bond with the receiver that no other method can equal. That is why the use of this channel is more frequently recommended in field extension work.
- ◆ Written communication has the obvious advantage of better approachability to the literate/educated classes of the clientele group. Because it is being directly associated with the educated class, it enjoys a greater status as compared to oral communication.
- ◆ In a situation where the users of information are mostly illiterate and two-way channel of communication is needed written communication may not prove to be very effective.

7.5 The Receiver of the Message

In order to ensure that the recommended message is well received by the target group, the steps which need to be taken are:

- ◆ Know the target group in terms of their socio-economic conditions, educational status, available resources, level of social participation, the stage of adoption process (i.e. awareness, interest, evaluation, trial and adoption) to which a particular individual or group belongs as regards the adoption of the recommended technology.
- ◆ Know the levels of knowledge, attitude, practices and skills which the target group has to learn from your message. Select the channel and approach for the target group, deciding well in advance what is the level of the changes in these dimensions that may be expected as a targeted goal to be achieved through effective communication.

- ◆ Respect the local traditions and social values while deciding the approach of communication.
- ◆ Identify the need regarding the technical input which the target group has. Prioritize these needs and design a user need based strategy of communication.
- ◆ Involve the target group in the decision making for the action plan to be followed to adopt the technical recommendation at the field level.

7.6 Media Use in Training

The word 'media' has a broad meaning. In training media means equipment and materials used to help trainees and trainers in the teaching/learning process. It may be as simple as a hand-out or as sophisticated as a stimulation device and the price will vary from a few Rupees to thousands of Rupees. Some media are easy to use, while others require special expertise. Effective media use enables trainees to understand the message more clearly. Not only do they hear the words, but they can see the shape, size or colour of an object or the appearance of an area of land, and carry away a mental picture of it, which makes the forestry message being put over to them more understandable.

7.7 Appropriate Training Media

Appropriate training media are those which:

- ◆ Help the trainees to achieve the training objectives and the trainers to teach more effectively;
- ◆ are appropriate to the audience;
- ◆ are readily available for use;
- ◆ are not difficult for the trainers to prepare and use by themselves;
- ◆ can be afforded within the available training budget.

7.8 Using Non-projected Media

Non-projected aids form the basis of a whole range of training and extension aids. They are generally simple and often relatively inexpensive and can be used to reinforce or clarify a speaker's message.

Some Advantages of Non-projected Aids

Non-projected visual aids:

- ◆ Normally require no power or light source for their use, which is an important advantage in remote areas;
- ◆ are usually easily available, or can be produced by local staff;
- ◆ are usually more easily amended or altered to apply to particular areas or circumstances;
- ◆ can be of great variety of size, shape or colour, with local interest or appeal;
- ◆ can be adapted to the needs of a variety of subjects; and,
- ◆ may give a learning group the opportunity to take part in their creation, which is, in itself, a valuable part of the process of learning.

Examples of Non-projected Aids

Some examples of non-projected aids are as follows:

(i) Samples or Specimens

- ◆ These are often real objects mounted in a special way (e.g. sometimes enclosed in plastic) to protect them when they are being examined and studied.
- ◆ While, perhaps, not making such a direct impact as a real object, they are a sensible compromise for any equipment or biological specimens which might suffer from unskilled handling.

(ii) Models

- ◆ These are replicas (often on a different scale) of real objects which are either too large or too small to be studied conveniently in a learning situation.
- ◆ They are often used at public events such as agricultural shows or fairs to make the objects more understandable to the visitors (e.g. models of different types of saw teeth).

(iii) Photographs

- ◆ Photographic prints, if clear and enlarged to a suitable scale, can present good visual evidence of certain forestry activities.

- ◆ They can be used to illustrate objects or activities, which would be impossible or inconvenient to demonstrate physically in certain areas.

(iv) Blackboard or Chalkboard

- ◆ This is one of the commonest items available and the basis of many valuable visual aids to learning.
- ◆ It is inexpensive and either generally available or can be easily improvised in many learning situations.
- ◆ It can be used by extension staff to convey messages in words or illustrations, cheaply and often in an attractive form.
- ◆ It can be used to record important points during talks or to draw diagrams to illustrate particular points during talks.
- ◆ Not readily understood can be erased and presented again in a new and more understandable form.

(v) Flannel Board

- ◆ Flannel has a surface which when pressed against a similar surface will remain in position because the fibres interlock.
- ◆ Not readily understood can be erased and presented again in pictures or cards.
- ◆ Can be backed with felt, which will then adhere to the felt board by simply pressing them into place.
- ◆ In some cases the felt on the card is replaced by a special material with dots of a synthetic fibre on one side which adheres to a felt board in the same way.
- ◆ It is easy and inexpensive to make; a rough blanket stretched tightly over a board will serve if nothing else is available, though a proper covering of felt is much more satisfactory.
- ◆ It can form a colourful and attractive aid if suitably prepared shapes or cut-out pictures are used.
- ◆ Cards can be moved around and regrouped as necessary to illustrate a talk or support particular views.
- ◆ It can also be used to build up or illustrate a complex idea using a series of individual steps.

- ◆ The materials can be prepared and tried out in advance and reused many times, if the cut-outs are stored carefully, preferably between sheets of cardboard.

(vi) Flip charts

Flip charts are a useful alternative to flannel boards:

- ◆ They are generally easier to transport and use than flannel boards.
- ◆ They are made with several large sheets of paper, as available, fastened between two hard covers such as plywood or hardboard.
- ◆ They can be opened out so that the covers form a free-standing unit.
- ◆ Each page has a picture or a diagram relating to one stage in a talk or demonstration.
- ◆ The pages can be turned over to expose the next stage to the audience.
- ◆ They can also serve as a handy form of teaching outline for the speaker.
- ◆ They are generally easier to use out-of-doors than flannel boards.

(vii) Flash Cards

These are small illustrated or lettered cards which can be produced during a talk and affixed to any smooth surface by one or more small pieces of plastic adhesive placed on the reverse. They serve as emphasis or as a reminder of some particular point in the talk.

Some useful points to consider in using flash cards are:

- ◆ The illustrations or text on the cards must be large enough to be seen clearly by the whole audience.
- ◆ Illustrations can be drawn, printed or cut out from posters or magazines, subject to the agreement of the copyright holders.
- ◆ They can be used to portray different forestry systems.
- ◆ Their use should be carefully planned and rehearsed.
- ◆ The illustrations should be pre-tested on a suitable target group to ensure that the symbols are understandable.

CHAPTER 8

TRAINING OF SPECIFIC TARGET GROUPS

Under Haryana Community Forestry Project there are four distinct target groups needing special types of training. They are:

- i) Project staff (including trainers)
- ii) Link Workers
- iii) Leading members of VRMCs
- iv) Other project stakeholders, particularly those belonging to the weaker sections of the villages covered by the project.

Although some of the principles of training will apply to all these categories, yet, in case of some target specific training there has to be a thrust on some special aspects, in accordance to the priorities of the training needs of a particular target group. From that angle the training activities under HCFP may be broadly categorized in to two types, namely:

- a) Project staff training; and
- b) Project beneficiaries (or stakeholders) training.

Salient features of the training designs to be evolved and executed for these two target groups may be narrated separately under each category of the above mentioned training activities as mentioned below:

8.1 Preparatory Background for Staff Training

In order to ensure the meaningful involvement of the staff in the training process there are some necessary measures which need to be taken even before the training activity starts. They are:

- ◆ Generate awareness about the training, emphasizing its importance particularly in relation to their future job.
- ◆ Create interest about the training, highlighting various aspects of training courses.
- ◆ Encourage the staff to evaluate the utility of the training as against the time spent for the activity.

- ◆ Provide enough opportunity for weighing the pros and cons of the intended training courses.
- ◆ Let them take their own decision to make the best use of the opportunity being offered to them.

These measures can be more effective if some sort of motivational input is given to the future trainees. This can be done by motivating them for:

- ◆ A new learning experience.
- ◆ Addition to the professional skill.
- ◆ Additional pleasure of a new role.
- ◆ Additional dimension to the personality growth.
- ◆ Additional opportunities to demonstrate the professional skills.

8.2 Training of Project Beneficiaries/Stakeholders

Project beneficiaries under HCFP refer to the villagers covered by the project. Ultimately all of them are going to be benefited by the outcome of the project. Each one of them, while being entitled to share the benefits, has the role and responsibility to ensure its success. It will, therefore, be more logical to call them stakeholders. Keeping in view the role and responsibility of each of these stakeholders there is a need to give them special types of training. The trainer who is to impart such training has to understand the areas of thrust of such training.

8.3 Some Basic Consideration for Organising the Training of Project Stakeholders

There are some basic consideration which should be kept in mind while organising such training. They relate to following aspects.

- i) The project stakeholders have to be approached with a view to:
 - ◆ Make them aware of the importance and objectives of the training.
 - ◆ Create their interest in the training programme.
 - ◆ Convince them of the practical utility of the training.
 - ◆ Motivate them to join training for their own benefits.

- ii) Make sure that the training is aimed to:
 - ◆ Provide need based knowledge input.
 - ◆ Change the attitude towards their community role.
 - ◆ Prepare the target group for their assigned role in the project.
 - ◆ Inculcate in them the urge for community action.

- iii) Use training as a tool of leadership building by:
 - ◆ Exploring the hidden qualities of leadership.
 - ◆ Developing these qualities for a positive role.
 - ◆ Increasing organisational capabilities.
 - ◆ Sharpening managerial skills.

- iv) Plan action oriented training contents providing for:
 - ◆ Reinforcement of self-confidence in trainees.
 - ◆ Exposure to outside situation.
 - ◆ Opportunity for new learners' experience.
 - ◆ Broadened outlook of the trainees.
 - ◆ Scope for competence building for assessment and solution of their own problems.

- v) Develop the outline of the training so as to:
 - ◆ Follow the evolutionary process of learning.
 - ◆ Emphasize on generating special skills of managing the community resources.
 - ◆ Promote community participation in a development and environmental programme through the trained persons.
 - ◆ Link training with human resource development for income generation activities.

8.4 Training of Village Women

While imparting training to the women folk belonging to the rural areas, particularly to the weaker section of the society, there has to be a different approach as compared to the one adopted for male learners. It is because women in the rural area have some special issues and concerns. They also have a different learning behaviour. It is, therefore, desirable that the thrust of training

village women, irrespective of the areas of learning, should be basically on their empowerment. In addition, special care should be taken so that training of women may not result in the perpetuation of myths and reinforcement of the distorted stereotypes about women, which unfortunately have become a part of the present social situation. Keeping this in view, some basic considerations have to be kept in mind while training village women. They are depicted below.

- 1) Poor women in the Indian villages have been deprived of their basic rights of social equality and social justice from ancient times.
- 2) They have suffered discrimination against them because of their gender and their dependence on the male members of the family.
- 3) They have always been deprived of self-reliance and self esteem.
- 4) They have been forced to live a worthless life.
- 5) Their social, economic and psychological needs have always been ignored by the society.
- 6) They have always faced a crisis of identity because of being considered as incompetent to work for wage earning and to manage their own affairs.
- 7) They have been deprived of their participation in the uplift and well being of the community in which they live.
- 8) They have been deprived of their fundamental right of learning in accordance to there needs and choice.
- 9) In case of their efforts to use their knowledge for serving the society, the male members have always highjacked and appropriated such efforts.
- 10) Women's popular knowledge is presently in a fragmented and scattered form.

Keeping these considerations in mind, there is need for reviewing the existing pedagogical framework and examine the following issues:

- i) Does it incorporate women's common concerns?
- ii) Is it setting democratic and collective processes?
- iii) Does it help women empowerment?
- iv) Does it facilitate their participation in learning processes?
- v) Does it build their capacities in terms of practical skills?

- vi) Does the use of a particular training method help in the exploration and analysis of the nature of their oppression?
- vii) Does the training facilitate the expressions and feelings of the women trainees?
- viii) Is the learning environment congenial to the learning experience of the women trainees?

In the context of the above issues the following measures should be adopted for ensuring fruitful results of women training.

- i) Establish a meaningful rapport with the women trainees to break the barrier of pre-conceived notions about them.
- ii) Inculcate in them a sense of confidence and faith.
- iii) Help them to come out of their initial reservations by motivating them for self-esteem.
- iv) Encourage them for their due place and expected role in the society.
- v) Make them aware of environmental issues and conscious of the importance of saving natural energy by adopting improved practices of fuel saving devices.
- vi) Inculcate in them a need and interest to learn new skills.
- vii) Motivate them for their economic independence and self-employment.
- viii) Develop in them qualities of leadership.
- ix) Encourage them to play active role in the management of community resources.
- x) Develop in them the qualities and capacities to strengthen the linkage system with different development agencies.

Various success experiences of empowerment in India have shown that rural women have enormous scope for personality development and also for playing their due role in the society, provided they are given the right environment. For this, their training in participatory development and income generating activities is of paramount importance.

8.5 Training Local Leaders: Pre-training Preparedness

The trainer should know that there are two categories of local leaders, i.e. formal and informal leaders. While formal leaders are those holding some position of authority in any village institution or organisation, the informal leaders on the other hand are the local influentials who, although they do not occupy any elected or nominated position, yet, exert lot of influence in the community. Both formal and informal leaders contribute their own share to the progress of their village communities. Their organisational capacities can be developed through training.

Tips for Successful Training of Local Leaders

- **Supply information material to create awareness about the importance of the training.**
- **Call meetings to motivate the potential candidates for training.**
- **Organise group discussion to identify the areas of thrust that should be considered while planning a training course.**
- **Contact the potential trainees, both individually and in groups, to inculcate their interest in the training and create their willingness to join the same.**
- **Respect the local customs and traditions of the village communities and if needed plan for separate training of male and female members.**
- **Prepare training materials in simple language and pictures, so that the trainees can understand the contents well.**
- **Provide for field exposure and study tours to broaden the horizon of the practical understanding of the trainees.**
- **Give priority to such training methods as group discussions and workshops for a more fruitful experience sharing opportunity to the trainees.**
- **Keep in mind time availability of the villagers while deciding the training schedule.**
- **Select a venue of the training which may not be inconvenient for the trainees to reach and uncomfortable for them to stay at.**
- **Keep provision for mid-training assessment and post training evaluation and decide the indicators of effectiveness of the training as per set goals.**

8.6 Creating Conditions of Effective Learning of the Trainees

There is a need to create conditions that may be helpful for effective learning. This can be done through:

- ◆ Emotional and intellectual involvement of the trainees.
- ◆ Climate of friendliness and respect.
- ◆ Atmosphere of trust.
- ◆ Mutual understanding.
- ◆ Exchange of ideas in a free and fearless manner.
- ◆ Emphasis on self-discovery and self-development.
- ◆ Appreciative attitude for the possibilities of mistakes.
- ◆ Thrust on collective and self-evaluation of participatory action.

8.7 Measures to ensure fruitful outcome of the training

There are special measures to ensure that the outcome of the training is fruitful. Special mention may be made of some of them as depicted in the box on the next page.

Measures to Ensure Fruitful Outcome of the Training

- The whole training strategy should be target oriented.
- The training input should fulfil the felt need of the trainees.
- The training should be a participatory exercise, whereby the trainees – all of them, not only the more forthcoming ones – are the active partners in the training process.
- Training should adopt a comprehensive approach, having equal thrust on awareness, motivation, knowledge and skill.
- Trainees have their own experience of the field activities which should be gainfully utilized.
- “Unlearning” is a pre-condition to learning and the trainee should be motivated to do so.
- The learning environment should be interesting, motivative and stimulating.
- The learning environment should be kept free from disturbances.
- Discipline must be kept in the classroom (including checking habit of late-coming or leaving during lessons).
- Proper time management of a course is essential – keep the lessons within the time fixed in the training schedule.
- Transfer of learning to its utility in day-to-day life is a must to give it a practical shape.
- Learning input should be socially cohesive and culturally compatible.
- Training should be used as a tool of group strengthening process.
- Trainer’s superiority complex (a feeling of authority) can defeat the very purpose of training.
- Courses should be arranged at a time when they are needed and when the trainees can spare the time.
- Courses should begin with an ice-breaking session (like pair presentation), followed by trainees’ expectations of the course.
- Courses should end by the trainees preparing an action plan.

CHAPTER 9

EVALUATION OF TRAINING

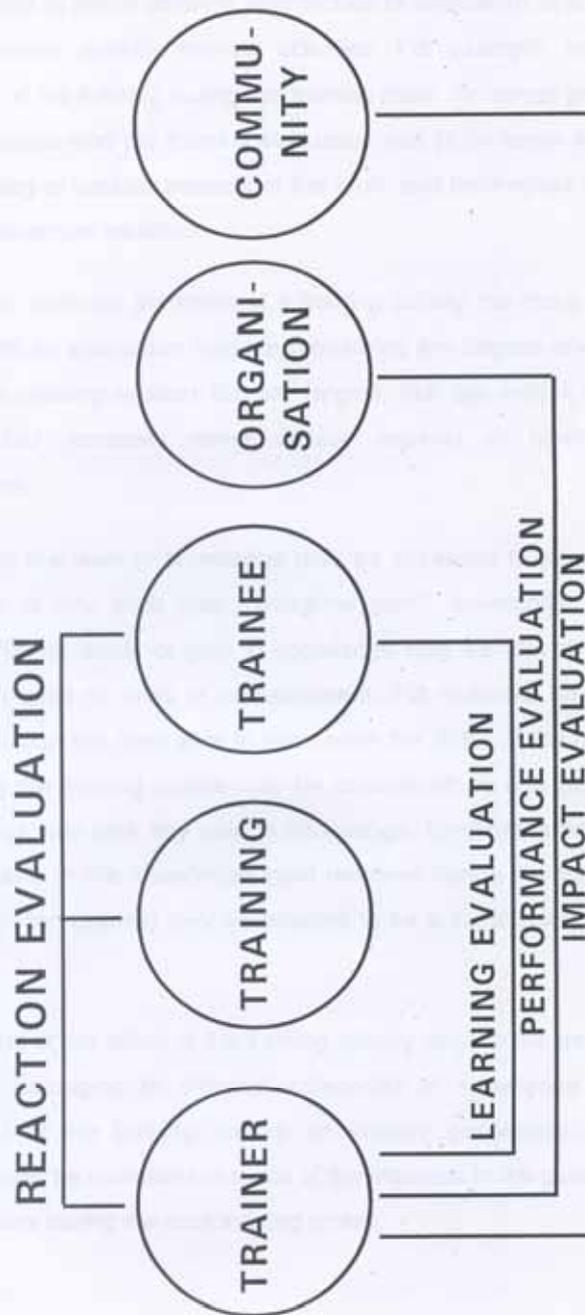
The use of evaluation as an activity in our day-to-day life is common to every individual. Our actions, behaviour and performance of duty, whether at our family front or at our place of work, undergo some form of evaluation. It is on the basis of such evaluation that our elders and superiors point out our deficiencies and demerits. Again, it is in the light of such ongoing evaluation that we are told to improve upon the present level of our behaviour or action efficiency. Such informal advice given by our elders or formal directions coming from the seniors in the administrative hierarchy is in a way the form of us being trained for improving our behaviour and skill. This way, training and evaluation, irrespective of being formal or informal, are bound by a strong tie or linkage system. Frequent review during ongoing training and final evaluation after the completion of a training programme are essential components of the training activities. It is, therefore, advisable that there should be a preplanned provision for the same in every training programme.

There may be either a mid-course review or a review conducted during the concluding session of each course. Such reviews may be both formal and informal. While the formal reviews may be conducted through the use of a structured proforma, the informal reviews may be conducted through casual discussion with the trainees every morning along with recapitulation exercises. The information input of a mid-course review may be used for the necessary modification of the contents or approach of the training course.

9.1 Focus of Different Types of Training Evaluation

In evaluating a training programme there are different points of focus which have to be considered. There are different types of training evaluation for different subjects. For evaluating the effectiveness of training and the extent to which the trainers have been benefited, 'reaction evaluation' is to be used. In order to evaluate the training impact in terms of learning experience, 'learning evaluation' is recommended for use. For evaluating the performance of a trainer, 'performance evaluation' is to be selected.

TYPES OF TRAINING EVALUATION AND THEIR FOCUS



9.2 Evaluating Training under Different Situations

There is a need to adopt different approaches of evaluation in accordance to the different situation specific training activities. For example, in order to evaluate the quality of the training during the training itself, the target group to be involved are the trainees and the training evaluation has to be made in terms of their reactions relating to various aspects of the tools and techniques of training being used in the classroom situation.

With a view to evaluate the effect of a training activity the focus has to be the community. Such an evaluation helps in measuring the degree and direction of the effect of the training against the set targets, like the extent of gain in knowledge of VRMC members about various aspects of managing the community resources.

Such 'gain' in the level of knowledge may be assessed in terms of such categories as 'lack of any such gain', 'marginal gain', 'substantial gain' and 'remarkable gain'. These levels of gain in knowledge may be first operationally quantified and then used as units of measurement. For example an ex-VRMC member trainee who has not been able to learn even the 'ABC' of the managerial skills as told during the training course may be considered as one belonging to the category of those who lack any gain in knowledge. Similarly, someone who has gained remarkably in the knowledge input received during the training (say obtaining nine out of ten grades) may be counted to be a case belonging to the other end.

The indicators of the effect of the training activity may be the percentages of the ex-trainees belonging to different categories of knowledge 'gainers'. Similarly the effect of the training course on income generating skills (i.e. vocational training) can be evaluated in terms of the increase in the percentage of self-employed persons during the post training phase.

9.3 Evaluation based Evidence of an Effective Training

The factual evidence drawn from a training evaluation can lead to conclude as to whether or not a training activity has been effective in terms of expected benefits. This can be true of the assessment of the strength of an ongoing institutional training and also in case of the value judgement of the field oriented training activity in terms of its overall effect.

In case of ongoing training the trainees are the best judges to assess the efficiency of the trainer and also the effectiveness of the training programme. This can be done by asking them to rate different aspects or elements of training on a three point (good, fair and poor) rating criteria. The elements/ aspects on which the reactions of the trainees can be sought may be such as:

- ◆ Planning of the training programme (logical relevance)
- ◆ Time scheduling of the training (timeliness and duration)
- ◆ Venue selection (accommodation and arrangements)
- ◆ Course contents (user need base orientation)
- ◆ Training methodology adopted (informative and educational)
- ◆ Training material used (interest sustaining)
- ◆ Participatory approach (involvement of trainees)
- ◆ Practice orientation (classroom exercise)
- ◆ Field experience exposure (field visits)
- ◆ Utility scope of the learning experience or knowledge

The proforma giving under Annexure 1 illustrates the tool to be used for evaluation of training activities.

The weightage to the five-point rating may be assigned as 5,4,3,2, and 1 for 'very good' to 'very poor' opinion responses. In case of three-point rating such weightage can be from 3 to 1 for 'good' to 'poor' responses. Overall summation of the total responses in terms of the total aggregate of the rating points may indicate the value judgement of the training as per spontaneous reactions of the trainees.

There is, however, a possibility of such evaluation being marked by an element of subjectivity, which can be minimized by adopting an alternative

approach of conducting 'before-after' evaluation. In conducting 'before-after' evaluation the trainees are asked a set of questions relating to the knowledge of the subject being covered under the course. The same questions are asked after the completion of the training course. The difference between the 'after' situation and the 'before' situation indicates the gain in knowledge of the trainees during a particular training course/session. Such evaluation, however, is limited to a single parameter of the training and may not project an overall assessment of the training.

In fact, both types of evaluations may help the training programme. While the former type may be helpful to modify the future programmes, the latter may help to improve the course contents and the design of the training. Combined use of these two may, therefore, be a better alternative.

In case of evaluating the field oriented training activities it has to be kept in mind that, unless the element of post training evaluation is considered as one of the guiding principles of planning a training outline, it will not be feasible to conduct a meaningful evaluation thereafter. Linking evaluation with the training design, therefore, is quite important.

PLANNING TRAINING EVALUATION

- 1) ***List the objectives of the training.***
- 2) ***For each objective, find one or more criteria for achievement.***
- 3) ***For each criterion, list the basic evaluation questions.***
- 4) ***Decide when to ask these questions.***
- 5) ***Decide what method of data collection.***
- 6) ***Decide what to do with answers.***

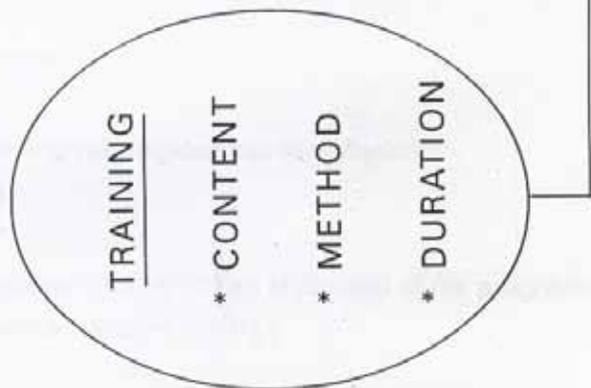
WHAT TO EVALUATE IN TRAINING

EFFECTS

1. INCREASED KNOWLEDGE
2. IMPROVED ATTITUDE
3. GREATER PRACTICE

IMPACT

1. INCREASED TREE COVERAGE
2. LAND REHABILITATION
3. SUSTAINABLE MANAGEMENT/BENEFITS



FEEDBACK RESULTS

REACTION EVALUATION FORM**Situation 1**

Title and Topic of Course Date

To help the organisers of the training programme improve their course, please rate the training on a scale by drawing a circle round the appropriate number.

	Good 3	Fair 2	Poor 1
1. Value of this training in relation to my tasks	3	2	1
2. Presentation method used	3	2	1
3. Training facilities	3	2	1
4. Opportunity for participation	3	2	1
5. Value of handouts	3	2	1
6. Duration of training	3	2	1

Situation 2

If you want quantitative data such as the number of courses offered, number of trainees being trained the duration of training, the training budget, etc. no formal evaluation needs to be conducted. A report with statistics about the training programme should be sufficient. It should include:

1. Title and topic of the course
2. Duration and dates
3. Number of trainees attending (segregated into male/female)
4. Total cost for the course

(A training report should also include information on objectives of the programme, activities undertaken, outputs and evaluation results.)

Situation 3

If you want to find out whether or not the trainees are satisfied with the course and why, or if the training programme needs to be improved and how this could be done, a reaction evaluation should be carried out.

To obtain the trainees' reaction to the course, ask general questions such as:

1. What did you like most about the course?
2. What did you dislike most about the course?
3. Did the course achieve its objectives?
4. How could it be improved?

These questions can be asked informally or set out as formal questionnaires for each trainee to complete. The latter is often preferable (insofar as the trainees are literate) because the personal reactions of all trainees can be obtained with the minimum influence from their peers. On the other hand, daily informal discussions are very useful because you get immediate feedback.

Such information can also be obtained by asking trainees to complete a form such as the one shown on the next page. Various aspects of the course are rated on a given scale.

COURSE EVALUATION SHEET

Trainer

Topic

		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1. Preparation	How satisfactory was the physical preparation (accommodation, materials, etc.)?						
2. Opening	Did the course get off to a good start?						
3. Objective	Was the general purpose of the training clearly stated?						
4. Topics	Were the topics announced clearly and concisely?						
5. Atmosphere	Was there a relaxed, friendly atmosphere?						
6. Participation	Did the trainer achieve all-round participation?						
7. Keeping to the subject	How well did the trainer manage to keep the training on the announced topics?						
8. Questions	Were they well-designed?						
	Were they well-distributed around the class?						
	Did they stimulate discussion?						
9. Trainer's contribution	Was the trainer careful not to pose as an expert?						
10. Pace of discussions	Were discussions kept moving and making progress?						
11. Control of class	How well did the trainer control personal arguments, private chats, irrelevant material?						
	Did the trainer make adequate intermediate summaries?						
13. Chalkboard or chart work	Was it well planned?						
	Was it well executed?						
14. Final summary	How adequate was the final summary?						
15. Closure	How adequate was the closure?						
16. Achievement of objective	Was the objective of the training achieved?						