



INTERNATIONAL ACADEMY

Initiative in Education & Lifelong Learning

Certificate Programme

Participatory Training Methodology

UNIT - 6

Units of Participatory Training Methodology

Unit 1: Understanding Participatory Training

- Conventional And Alternative Approaches To Training
- Fundamentals Of Participatory Training
- Role Of Trainer In Participatory Training

Unit 2: Designing Participatory Training

- Training Design

Unit 3: Training Methods

- Training Methods

Unit 4: Experiential Training Methods

- Structured Experiences

Unit 5: Monitoring and Evaluation of Training Programmes

- Understanding Monitoring and Evaluation
- Monitoring and Evaluation Methods

Unit 6: Management Of Training

- Administrative Aspects
- Managing Trainer Teams

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Introduction

Within the context of a participatory training programme, a trainer must play several roles. In addition to his/her role as a trainer, they must also take responsibility for a variety of management and administrative tasks. These responsibilities occur both before the start of the training, during the training, and after the training. For a successful training, it is important for a trainer to play his/her role effectively at all three stages. Unit 6 introduces and outlines the management process, focusing on the administrative aspects. It also introduces management of training teams. The meaning and significance of the training team is emphasized, alongside the advantages and disadvantages of various different types of training teams, and how to ensure the harmonious functioning of the team. Finally, the role of resource persons is discussed, with emphasis on how to use them most effectively.

Learning Objectives

At the end of this Unit, you will have understood:

- Managing administrative aspects of training
- Management of training teams
- Using resource persons effectively

6.1 Management Of Participatory Training Programmes

6.1.1 Meaning And Importance

A key component of designing and conducting a successful training programme is what might be called the 'non-training aspect'. This refers to the overall management of the programme, including administrative and logistical elements. If the management of a training programme is neglected, it is likely that the programme will not run smoothly. This may prevent it from achieving its overall objectives.

In any training situation, aside from designing the content, methods to be used and training process, it is vital that trainers involve themselves in the administrative aspects of training. Administrative aspects of the programme should be viewed as part of the training, as opposed to something separate. It is important that the trainer's administrative role is acknowledged in order to ensure that an appropriate learning environment is maintained at all times, and that the training runs smoothly.

Where possible, it is advantageous if one member of the training team can take responsibility for overall management of the administrative aspects of the training programme. If it is only possible for a person external to the training team to take this responsibility, then it is essential that an effective system of coordination and linkages be established between this person and the training team. These linkages should be maintained and considered throughout the training, i.e. before, during and after the training. In such cases, assigning a member of the training team to act as a liaison officer between the team and the external person is useful. While taking care of the administrative aspects of training is not the primary objective of any training, it is a very important and crucial element in order to ensure the training is successful. When the administrative aspects are handled properly, this facilitates the creation of a positive

learning environment. Once the basic needs of the trainees are taken care of, they are able to be more fully involved in the learning process.

6.1.2 Management Process

1. Before The Training Starts:

- a. Decide what financial, material and human resource arrangements will be required for the training, and ensure these are arranged
- b. It is essential to choose an appropriate venue for the training. This should be a place where there is not too much noise or other distractions which could affect the learning process. Another factor to be considered when deciding the venue is what facilities and support systems are available within the venue you have chosen. If it is necessary to accommodate participants, this consideration should be factored into the choice of venue. The gender aspect of the accommodation set-up must be borne in mind at all times
- c. The timing of the training should be decided bearing in mind the suitability of this for the participants. Things to bear in mind include seasonality of work, cultural and religious events, etc.
- d. Participants should know well in advance what the dates and venue of the training are. It is important to remind them at regular intervals about their participation in the programme. This will ensure their participation, and help them make their other plans accordingly. Participants also need to be informed of how to reach the training venue, and what mode of transport to use. If arrangements of travel are being made by the training team, then the participants should be informed accordingly
- e. It may be necessary to distribute the learning materials prior to the training. This will enable participants to prepare themselves for the training. This becomes particularly important when the training is organized in phases
- f. During the planning stage of the training, it is important to plan exactly when external resource persons will need to be present. This enables the planners to notify the resource persons in advance, and assure their participation. This also allows for any necessary transportation arrangements to be made in advance,

and for the resource persons to be notified accordingly. Training team members should also be aware of when and where their sessions will take place, so that they are able to prepare well in advance

- g. If field visits are part of the training, all arrangements in terms of transport, personnel, and participant notification and preparation, should be made in advance
- h. As trainers, we should have information about essential services prepared, such as local doctors or the nearest hospital, in case of any illnesses or emergencies during the training

2. During the training

Some of the aspects that need to be considered during the training are:

- a. In terms of accommodation set-up, it is preferable if the trainers are provided with a separate room from the learners. This gives them the space to plan and prepare for sessions
- b. The training room should be large enough so that trainees can sit comfortably. It is part of the trainer's responsibility to see that the room is clean and has enough stock of stationery and other materials required during the training. Posters could be put up in the room to help create a stimulating learning environment
- c. Plan time and space boundaries, i.e., avoid unnecessary disturbance by arranging when external persons join the training session, rather than allowing them to walk in as they wish. Their role as 'supporters of the learning process' should be clarified
- d. Arrangements regarding food, water and accommodation should be made in advance, and checked at regular intervals during the training. If the group of trainees belong to different parts of the country and have diverse eating habits, this should be borne in mind while deciding the menu. The menu should be a balance between these different cultures. This is an important aspect to be

considered, as dissatisfaction at this level could affect the learning of the trainees. Constant contact with the person who is in charge of the kitchen should be maintained in order to ensure that food, tea, etc, are ready on time, in order to prevent any unnecessary disruption

- e. It is important to ensure an adequate supply of learning materials during the training. It is possible that some of the learning materials may need to be duplicated or prepared during the training. It is necessary to find out where this can be done
- f. Arrangements for travel reimbursement and return should also be taken care of during the training. Disbursements of payments should be done outside of the main training room, when a training session is not in progress, to ensure minimum disturbance to the group
- g. In case any audio-visual equipment is going to be utilized during the training, these need to be tested and set up before the session begins, so that time is not lost during the sessions
- h. In case some of the trainees are accompanied by small children, arrangements to take care of these children need to be made. A small play room with toys, etc, could be set up, and some assistance to take care of them could be provided during the training process

Note Bank**Example Of What A Good Physical Environment For Training Looks Like**

Setting the Physical Environment: The physical environment of the training programme is very important, and should provide a comfortable atmosphere where the training can take place. In terms of showing value and importance to the participant, a modest yet well maintained training room can make for a good physical learning environment. While amongst certain training groups it might be custom to sit on the floor, this will not suit all ages and abilities. Therefore, it is important to ensure chairs are available. A room with sufficient ventilation and light makes an important difference to the overall training experience. Having water and hot drinks available, alongside fruit and snacks, helps maintain energy levels and morale. A break out room can also be useful where participants are required to work in pairs or groups. Where possible, the availability of some outdoor space can help people to relax and give them some space to wander around during breaks. Finally, when deciding upon the training venue, accessibility should be a key concern. Where possible, having a venue which is well served by local transport links will make it much easier for participants to reach. One must also bear in mind accessibility for people with disabilities.

(Belinfante, 2013, p. 4)

3. After the training

The administrative aspects that need to be taken care of after the training include:

- a. A report needs to be prepared and sent to all the trainees. The type of report the trainees would like to receive should be discussed during the training, and a report should be prepared and sent to the trainees and other people who would be interested in this, such as funders, government, etc.
- b. Along with the report, a list of participants who have attended the training should also be sent to all the trainees
- c. If any plans/commitment for follow-up have been made by the trainer team, these need to be fulfilled within the timeframe that was agreed upon during the training
- d. Submission of accounts to the concerned body, and later sending a financial report to the funder, is another important aspect that needs to be taken care of

6.1.3 Planning For Follow-Up

It is important to plan for follow-up deliberately and consciously, as this does not happen automatically. The planning for follow-up should be considered at the conceptual stage of the training programme and incorporated within the design of the programme. Details of the follow-up can be adjusted at the end of the programme itself, jointly with the participants themselves.

Depending on the group of learners and the type of learning objectives, considerable time and resources may be necessary to carry out an effective follow-up. For example, extensive follow-up is needed for tribals, rural women and labourers as learners, despite smaller training sessions (2-4 days). This consideration needs to be made at the very beginning of the training programme planning, so that follow-up does not get curtailed due to lack of resources needed for it. The effectiveness of the total training effort depends on well-conceived and effective follow-up.

Think Tank

Why is follow-up an essential part of any participatory training programme? Why should follow-up planning be included during the training design? Can you think of any examples from your own context where lack of follow-up has caused problems? Provide details.

Note Bank

Clarity On Concept Of Feedback Between Trainers

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

Feedback helps one become more aware, both of one's strengths and weaknesses. It does not tell one what one should do, but it raises questions and helps one decide whether to change one's behaviour, so that one can be more effective and better able to achieve what one wants. If feedback is given in a positive way, it can be helpful. But if it is given ineffectively, it is not only unhelpful, but can also be quite destructive.

(Pant, 2014)

6.2 Managing Training Teams

This section will deal with various types of trainer teams, their advantages and disadvantages, and challenges faced by them. The importance of generating harmony among the trainer team is also discussed.

6.2.1 Meaning And Significance Of Training Teams

The training team is key to the success of any participatory training programme, because it plays a very significant role in stimulating, nurturing and maintaining the motivation of the participants throughout the training programme.

A committed and competent training team can inspire and encourage the greater involvement and participation of learners in the training programme. The participants watch with interest how the members of the training team behave and carry out their roles and responsibilities. The trainer team must therefore be careful about the following during a training programme:

- Their commitment to the training programme
- Their competency and ability to discuss the given subject with efficiency and authority
- Competence to build a good learning environment
- Their training and presentation style, and overall behaviour towards promoting learning
- Relationship with the participants. Faith in himself/herself and what s/he is doing
- Confidence level in managing the session, especially handling awkward situations, or addressing the issues raised by the participants

A training team does not only represent each individual as a trainer, it also represents the whole organisation and its overall commitment and interest in the training. As a team and as individuals, trainers have a lot to gain or lose in a training programme. Effective functioning of the team depends upon the degree of professionalism that has been instilled in the members by the organisational management. The level of confidence of the members in their own competence, and mutual trust and faith in the ability of the team to deliver, are some of the key factors that help in the smooth functioning of the team.

6.2.2 Types Of Trainer Teams

Trainer teams can consist of various types. A team may consist of only men or only women, a mixture of men and women, and members of the same organisation. It might be that a training programme is run by a single trainer. Each kind of trainer team has its own advantages and disadvantages. The following section outlines the merits and demerits of each types of trainer team.

It may be borne in mind that male trainer teams and female trainer teams tend to exhibit prevalent gender notions of men's abilities and women's abilities. Such socialization can affect the effectiveness of trainer teams

Male Trainer Team

Advantages

- Good co-ordination among the team members.
- Trainer authority is easily established
- Easier to handle emergency situations

Disadvantages

- Lack of openness and flexibility
- Struggle for leadership

Female Trainer Team

Advantages

- People tend to feel at ease more quickly
- More flexibility and more openness in the team
- Trust amongst the members is quickly built
- Quick rapport building with participants

Disadvantages

- It can be difficult to establish trainer authority
- Hesitant to assert authority

Mixed Trainer Team

Advantages

- If participants feel more at ease speaking with either a man or a woman, both are available

Disadvantages

- There may be a delay in establishing good co-ordination owing to differences in sex and socialization issues
- Lack of openness
- Hesitation
- Extra cost in logistic arrangements, since men and women have to be provided separate accommodation

Home Team

Advantages

- Strengths and weaknesses of each member in the trainer team are known to each other

- More confidence, more cordiality and more flexibility among the team members
- High team spirit
- Pre-training preparation is easier
- Clarity of training strategy in the minds of the trainers
- Follow-up of the training programmes is much easier

Disadvantages

- Seniority and organisation posts could become a hindrance
- Fear and tension may grip junior trainers regarding their own performance in front of their seniors
- Feedback of co-trainers could be biased
- Organizational conflicts may get reflected during the training programme

Single Trainer

Advantages

- Does not have to hesitate before taking a decision
- Able to exercise full control over the session
- Does not have to worry about being watched and criticised by co-trainers
- Participants may be more sympathetic towards a solo trainer and hence more cooperative

Disadvantages

- Has to shoulder many responsibilities simultaneously which can be straining strain
- Difficulty in process based training
- Organizing and monitoring group discussions can be difficult without support of a co-trainer
- Breeds monotony in the long training programmes

- May affect the learning of participants if they sympathise too much with the trainer and treat her/him as 'poor thing' who should not be troubled with too many questions

External Team:

Advantages

- The responsibility of conducting training lies with the external team
- The level of competency may be higher in conducting training programmes
- The external trainer may be able to exercise more discipline and control over the timeframe
- The external team could provide value addition to the content through their additional perspective

Disadvantages

- The external trainer team may not be aware of the internal dynamics of the host organization, which could affect the training
- Inadequate coordination/communication between trainer team and host organization can affect the training programme

Think Tank

What difficulties might be associated with having a mixed trainer team? Can you think of any examples from your own context where this has led to difficulties? How can these tensions be resolved?

6.2.3 Nurturing Harmonious Training Teams

Considering the number of responsibilities that a trainer has to shoulder and the variety of roles s/he has to perform, it is difficult to function as a lone trainer. Having a team of

trainers to take on various responsibilities ensures better logistics and reduces strain on the individual trainer.

Logistics apart, a trainer team provides multiple viewpoints on the entire process, which is extremely important in order to conduct an unbiased and sensitive training programme. Assessment by more than one person is crucial to get a sense of how the participants are responding to the training, to monitor their learning, and to continuously reflect on and fine-tune the design and arrangements. Most importantly, a training team provides feedback to each trainer. Humour and camaraderie in the 'green room' always lightens the stress on the individual trainer.

Of course, this has certain implications; the individual trainer should know how to work in a team, and there should be high mutual trust and co-ordination. In the absence of this, ego clashes and interpersonal dynamics among the trainers can seriously disturb the learning environment and have disastrous consequences for the process. It would be ideal to have a trainer team where all are totally committed to the learning process, have a rich diversity of experiences and abilities, and are able to share and laugh together with deep mutual respect. In reality, however, this is often not the case, and many of us simply have no choice in the matter. Our co-trainers may be colleagues with whom we are not quite at ease, juniors or 'superiors', or they may be subject matter specialists with whom we do not have much in common. They may also be external facilitators whom we hardly know. The question is how do we handle the situation so that we are able to work together effectively?

Harmonious team functioning can be enhanced by bearing the following points in mind:

1. Building a climate of mutual respect, where everyone's viewpoint is valued and all are given equal opportunity to contribute.
2. Involving everyone from the preparatory stage of planning or designing. (If the design has already been made, suggestions for improvement should be invited.)
3. Planning for each session so that roles are clear, back-up support ensured and no one treads on another's toes.
4. Systematic review and analysis of each session, or the entire day, in an objective

and non-threatening manner by every team member. This provides a forum for constructive and non-derogatory feedback.

5. Expressing confidence in the less experienced or hesitant members of the team, encouraging them to overcome uncertainty, supporting them when necessary, openly talking about trainer anxiety and sharing tensions.
6. Ensure opportunities for creative work, such as making up a song or play together, or thinking up an interesting learning activity, and so on.
7. Ensure adequate time for relaxation, social interaction and plenty of humour.

6.2.4 Characteristics Of Well-Managed Training Teams

Shared Norms

An important task for the team is to evolve a set of norms that will guide the functioning of the team. This is crucial, not only for the success of the programme, but also for the individual growth and development of the members of the team. This will raise the credibility level of the training organisation as well. It should be remembered that the group will be watching with interest and curiosity how the trainers work together professionally and on a personal level. The team will be under constant scrutiny of the participants, and it is necessary that the team function as a harmonious active outfit, supporting one another inside and outside the session.

Mutual Support – Both Human And Professional

If the members of the team are full time staff of the training agency, there is a need to foster and nurture an enduring and mutually supportive relationship. Each member should feel assured that s/he has the active support of others. Working in a team can be a very enriching and stimulating experience, leading to potential growth. But a constructive climate is an essential pre-condition. Team functioning should also infuse a sense of belonging in every member of the team. Bonding with other colleagues should be a very satisfying experience for all. Working together can also be a productive exercise in human relations, self-expression and tolerance, and in developing respect for others' points of view.

The functioning of a training team has professional as well as human aspects. Interaction between the members of the team should contribute to the professional growth of all members, regardless of their experience and level of competence. A team will be more effective if its members complement one another in terms of areas of expertise and experience covered by the programme. Usually in a team, there are varying degrees of levels of expertise and experience. It is therefore necessary that those with more experience and a higher degree of competence are willing to provide professional support and guidance to their less experienced colleagues, without appearing too paternalistic or overbearing. They should not feel intimidated by the presence of senior colleagues. Many a time, the presence of senior colleagues in a session, rather than being reassuring, can also make experienced members nervous. This situation should be avoided by ensuring that senior team members make other team members feel at ease.

A good team works on the principle that the energy, creative strength and efforts of the team are more than the aggregate of the energy, creative strength and effort of individual members. Synergy of efforts, competence and personal attributes is important.

Sound interpersonal relations are important for the development of highly committed and effective trainer teams. Mutual trust is the key element for maintaining good relations among team members. Such mutual trust generates understanding and respect among members about each other's responsibilities, roles and competency. It is expected that team members are transparent in their behaviour, and that all activities are carried out in the open. Every disagreement, if any, should be discussed openly and without bias and ill-feeling. Issues which cause discord should not be ignored or swept under the carpet, but discussed thoroughly. Each member should contribute towards building this environment of cooperation and mutual support.

Division Of Responsibilities

A key task for the team is to get together and decide on how to divide programme related responsibilities – academic as well as administrative.

Each member of the trainer team is an important element of the team. Therefore, it is important that each individual is aware of his or her role and responsibilities in the context of the overall assignment for the team. This gives meaning and direction to his/her efforts. The allocation of roles and responsibilities to team members is significant. The designated leader of the team must make sure that the allocation of role and responsibilities is done objectively, and on the basis of competencies and expertise of each individual. The members are expected to give their best to the team. However, an important prerequisite for this exercise is that every member should know what s/he can realistically and effectively deliver in the programme, and not what s/he wants to do. Nevertheless, there should be scope for personal growth and new initiatives, minus any bravado.

The apportionment of training assignments should be based on interest and level of expertise in particular topics or training areas. There are occasions when seniors or experienced trainers may wish to take up the topics that are considered high profile or important ones. This is not a helpful attitude as the relatively less experienced trainers will get discouraged and lose confidence. The prime consideration, therefore, should be the trainer's ability to deliver the module effectively. Once a decision has been taken on specific assignments, the team should work out a common, broad strategy for the delivery of various topics. It is necessary that there is general agreement on this among the members of the team. However, the details should be left to the individual trainer.

Remember that while each trainer may have a distinct role and assignment, the programme is to be seen as a unified entity or system. This is extremely essential for its success. Each member in the team should have a clearly defined role and function to carry out during the programme in order to minimise or avoid any overlaps.

Decision-Making

There are a few critical issues relating to the functioning of the team that must be dealt with well in advance of the programme. One of them is about establishing the decision-making mechanism. Who will initiate the process of decision-making? Who will ensure

that this exercise is productively and suitably carried out? The decision-making structure, in fact, constitutes the leadership pattern in the team. This may not be a formal position of leadership, but it fixes the responsibility for overseeing the work and functioning of the team. The mechanism also establishes the procedure and rules for accountability and reporting. It is also important to lay down general working procedures and norms in realizing the team's objectives, and prescribing some do's and don'ts for the members, where necessary.

Team Objectives

The trainer team should be clear about its overall objectives in relation to a particular training programme. Once the objectives are clear to the team, then it will help each member to play his/her role effectively. These objectives should be consistent with the overall framework of the programme, the goals and working methods of the organization, the job profile of the trainers and their professional commitments. Team objectives go beyond the programme objectives. They should also suggest what the members want to achieve as a team and as individuals through their collaborative efforts.

Team objectives can be evolved through consultation among the members of the team, and with every member contributing to the process. As these objectives constitute the basis of action and behaviour of members, it is important that everyone in the team fully understands the implications of these objectives in the context of his/her professional commitments and personal conduct during the programme.

6.2.5 Managing External Resource Persons

Occasionally, an outside resource person or external expert may join the team for a training programme. It is very important that this resource person is selected carefully in order to be sure that they are committed to the programme. If the resource person is not oriented properly about the programme, or is unaware of the participatory learning training methods, the programme may be affected negatively. The resource person should be well informed about the background of the participants, their learning needs

and overall objectives of the training programme. It is important that the resource person is informed well in advance about the location of the training programme, session timing and transportation arrangements, so that s/he can reach the session on time. The team should also ensure that related reading material is kept ready, if required, before the session for distribution among the participants.

Important points to consider when using external resource persons:

- Have the resource persons been selected carefully? Do we need big names or the ability to communicate the specialised subject matter?
- Have resource persons been given adequate notice?
- Have they confirmed? Do we have a back-up arrangement in case they don't come?
- Have resource persons been briefed in advance on the context, strategy and objectives of the programme? Have they been sent a copy of the design? Do they know what sessions will precede and follow their sessions? Have we asked for/incorporated their suggestions?
- Has the resource person any idea of the composition of the learner group?
- Has s/he any past experience of training/working/familiarity with the same sort of people?
- Are learners sufficiently briefed about the resource person and ready for the session? Do they have a prepared list of questions? These can be handed over before the session begins.
- If the resource person has sent/recommended/brought any material, has it been distributed to all learners?
- Learners and resource persons may both feel awkward with each other initially, especially if s/he arrives after the programme is under way. A round of somewhat

detailed introductions, if time permits, might help. Try to let the resource person freely interact with the learners during breaks, rather than monopolizing her or him.

- Has the team taken adequate care of the travel, food and accommodation needs of the resource person?
- Don't forget a letter of thanks and a copy of the report should be sent to the resource person.

Summary

In conclusion, Unit 6 has outlined how a trainer needs to play several roles within the context of a participatory training. In addition to their trainer role, s/he has responsibility of a variety of management and administrative tasks. These responsibilities occur both before the start of the training, during the training, and after the training. For a successful training, it is important for a trainer to play his/her role effectively at all three stages. These responsibilities do not end once the programme is over. Follow-up action at the end of a training programme, deliberately and consciously, is important in order to ensure that participants continue their learning process. The importance of having a well-managed trainer team has been highlighted during this Unit as an integral aspect of training management. The norms guiding this management were discussed, alongside the advantages and disadvantages of different forms of trainer teams. Finally, the rules guiding the effective management of external resource persons were outlined as a useful framework to bear in mind.

Additional Readings

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