PRIA INTERNATIONAL ACADEMY

Initiative in Education & Lifelong Learning

Certificate Programme

Participatory Training Methodology

UNIT - 5

Units of Participatory Training Methodology

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

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Introduction

Unit 5 introduces the importance of monitoring and evaluation (M&E) in the context of a participatory training programme. Understanding the importance of M&E involves reminding ourselves of the strategic importance of training with regards to its normative orientation. Participatory training is specifically directed towards encouraging people to undergo a process of self-development, and make them aware of their capacity to bring change. Our commitment to change asks us to consistently check and measure that our goals are being met. In this sense, participatory training programmes are about process just as much as outcome. Our aim should be to assess what is happening during the training programme, as well as the impact at the end. This Unit introduces and clarifies the concepts of M&E. It outlines useful methods, and dedicates a section towards the importance and techniques of report writing.

Learning Objectives

Upon completion of this Unit, you will have:

- Conceptual clarity regarding the concept of M&E
- Understanding of common methods used to evaluate training programmes
- Understanding of how to write a report of a training programme

5.1 Monitoring And Evaluation: Meaning And Importance

Monitoring and evaluation (M&E) of training programmes is a widely neglected area. In many instances, either it is not done at all, or it is implemented in an ineffective manner. Traditional evaluation practices seek the passive involvement of learners, who are usually the objects of evaluation. The evaluation is often one-sided, dominated by trainers, who may not even share the results of the evaluation with learners. Indeed, often it is only the learner's ability to 'cram' facts about content areas that is tested at the end of a programme, as a way to assess the effectiveness of the training. Understanding the importance of M&E involves acknowledging that participatory training programmes are about process just as much as outcome. Our aim should be to assess what is happening during the training programme, as well as the impact at the end (PRIA, 2011).

Why is evaluation so important in participatory training? To understand this, we need to go back to our basic understanding, our principles and conviction. We do not conduct participatory training programmes to justify our existence as trainers, serving up a menu of important sounding programmes year after year. We conduct these programmes with a clear goal in mind – to encourage people to undergo a process of self-development, to bring about change, and to free them from stereotyped modes of thinking and behaviour, instilling in them willingness for transformative action. Training has a specific role in our overall strategy. Our commitment to change impels us to constantly check and assess how far we are proceeding and what scale of change we have been able to bring about. Evaluation therefore is crucial in participatory training.

Evaluation in this context means the systematic eliciting and analysis of feedback information about the relevance and impact of the training in order to assess whether learning or change has been effectively brought about by the training. It is not aimed at being judgemental; rather it highlights particular strengths and weaknesses of the programme. It helps to reflect on and consolidate the present learning for participants, helps trainers modify and revise the programme, and contributes towards strengthening future programmes. In this regard, monitoring is an essential aspect of the evaluation process. Monitoring is essentially an on-going process to ensure that the training programme is on track, and that the pace and content of the learning remain relevant to any particular group of learners. Through continuous monitoring of the pace of learning, the flexibility of a training programme to adapt its pace and depth to the requirements of learners is enhanced. Continuous monitoring also allows a trainer to have better understanding of what needs to be changed if the outcome of the training evaluation is disappointing.

5.1.1 Characteristics Of Participatory Monitoring and Evaluation (PRIA, 2011)

Shared Control: Both the learners and the trainers maintain shared control over the process of M&E.

Developmental: The evaluation helps to strengthen the training programme by working out the difficulties faced by learners and trainers; it is intended as a developmental intervention.

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

Empowering: As information is shared with the group, and the learners maintain control over the M&E process, it becomes an empowering experience.

Mobilisation: Learners are motivated to contribute to the effectiveness of the training programme by being actively involved in the evaluation process.

NOTE BANK

Difference Between Conventional And Participatory Evaluation

	Conventional	**Participatory**
Who	External experts	Community members, project staff, facilitator
What	Predetermined indicators of success, principally costs and production outputs	People identify their own indicators of success, which may include production outputs
How	Focus on 'scientific objectivity', distancing of evaluators from other participants; uniform, complex procedures; delayed, limited access to results	Self-evaluation; simple methods adapted to local culture; open, immediate sharing of results through local involvement in evaluation process
When	Usually upon completion of project/programme; sometimes also mid-term	More frequent, small-scale evaluations
Why	Accountability, usually summative, to determine if funding continues	To empower local people to initiate, control and take corrective action

(Narayan-Parker, 1993; Gaventa & Estrella, 1998)

5.1.2 What Should The Evaluation Focus On?

In the M&E of participatory training, we assess changes in the learners and the overall effectiveness of the programme, including the trainers. The process occurs both during and after the programme.

1. The Learners (PRIA, 2011)

a. Attitudinal Changes

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

b. Behavioural Changes

Have the learners shown any behavioural changes during the training programme? Have they noticed any behavioural changes back home after the programme?

c. Conceptual Development

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

d. Performance Changes

Has the training contributed to an improvement in performance? Have there been any distinct changes in the functioning of the individual learner in his/her field of work?

Think Tank

Imagine that you are responsible for conducting an evaluation of a training programme's impact on its participants. What aspects will you focus on? For each aspect, what do you think would be the most appropriate method to assess the impact?

2. The Training Programme (PRIA, 2011)

a. Training Objectives

Are the objectives realistic, simple and relevant? Have they been achieved? If yes, to what extent?

b. Contents And Training Methods

Is the content covered adequate and meaningful? Are the training methods appropriate? Are they facilitating or hampering learning?

c. Group Process

Are the groups functioning effectively? Is the group process contributing to learning, or is it hampering it?

d. Trainers

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

e. Learning Materials

Are they well organised? Are the learners finding them relevant? Are materials appropriate to the contents?

f. Physical Equipment

Is the training facility comfortable? Are the living arrangements satisfactory? Are the food arrangements satisfactory? Does the physical environment facilitate learning or hamper it?

5.2 When Do We Evaluate?

Evaluation should be an on-going process. Depending on what the trainer believes to be suitable, it can be done daily or mid-term, and immediately after the training, with follow-up at specified intervals once the training has been completed.

5.2.1 Monitoring (During The Training) (PRIA, 2011)

As an ongoing process of evaluation, monitoring can take several forms.

- Monitoring by trainers and facilitators entails observing learning processes as they occur during a training programme. This observation can also focus on a specific individual or sub-group in order to ensure that they participate actively in the learning processes.
- Predominantly, it is an exercise which is done by the trainers themselves, though it may include a group of learners occasionally.
- It can be done through either daily or weekly reviews, conducted in a somewhat more structured and formal manner. One has to be on top of the learning process during the training in order to be able to utilise the feedback from the monitoring.
- Formal and more structured mid-term reviews can be undertaken during the training programme to elicit feedback from the participants. But this should not be a substitute to the requirement of ongoing and continuous monitoring of the process of learning of various learners, their sub-groups, etc.

1. Daily Evaluation

For identifying and resolving problems as they arise, daily evaluations are very helpful. One method which directly involves learners in the monitoring process is the constitution of a steering committee. Members either volunteer to be on the committee or are chosen by group members. Membership could also be on a rotational basis, with new members joining every day.

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

Note Bank

Example Of A Steering Committee In Practice

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

(Pant, 2014)

The implications of such a process of evaluation are:

- Both the trainers and learners take the learning process seriously
- Learners may initially ‘test’ the trainers to find out if they are genuinely interested and concerned about them
- Dialogue between the trainers and learners is carried out daily
- Different issues that would have otherwise interfered with the process of learning get ‘aired’ and resolved
- Problems get solved as they arise
- Both learners and trainers assume joint responsibility for the management of the training
- Daily course correction can take place to keep the learning process on track.

Less structured methods of daily monitoring can also be used. For example, spending some time (say, half an hour each morning) within the group talking about any concerns learners may have could also be done to facilitate daily evaluation.

2. Mid-Term Evaluation

In the middle of a training programme, a quick evaluation can be held. This is a vital stage for consolidating present learning, giving opportunity for catharsis to take place and ensuring relevant direction for the remaining period of training. In a group, individual learners can share their feelings, what they feel concerned about, anything that they have learnt their reactions to the content and process of the training, and any additional content they would like to be covered. A sense of how the group is progressing can also be gauged in this way.

Mid-term review can be done orally, through a questionnaire and/or individual interviews. The results of this evaluation can be used both at the individual and group level. If some individual learners are feeling low and disconnected, they can be supported and encouraged by co-learners and the trainer. Modifications can also be brought regarding the pace at which topics are taken up in the training programme, re-orientation of sessions, etc, for the entire group of learners.

5.2.2 Evaluation (Post-Programme Implementation) (PRIA, 2011)

1. Immediately After the Training

As soon as the training is completed, an evaluation should be held to assess the impact of the training impressions while experiences are fresh in the minds of the learners. It is important to elicit this information or it may get lost. This evaluation can be done through an oral sharing process in groups, questionnaires, small group meetings and individual meetings. Suggestions for future training programmes can also be sought at this stage.

2. At Specified Intervals After The Training Programme

Back home after the training programme, the learner can independently draw additional insights into the training programme. It is important to gather this information in order to use these insights to strengthen future training programmes. The method of sharing this feedback can be decided upon by the learners and the trainers during the training. It could be through a questionnaire or face-to-face dialogue, or both.

Many a time, an evaluation conducted up to three to six months after the training programme can provide a realistic assessment of learning. Learners’ assessment immediately after the training programme may be euphoric or dejected (depending upon the immediacy of experience). Post-training evaluation (several months later) provides a certain distance from the training experience and hence a slightly more realistic and balanced assessment is possible. In any case, it is possible, and sometimes desirable, to conduct these evaluations at all stages mentioned above.

5.2.3 Follow-Up (PRIA, 2011)

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

Not everything that is done by learners and trainers after the training programme can be classified as follow-up. Follow-up is any process of intervention and support provided to an individual and/or group to further enhance their learning process for a specified period of time following the training programme. Thus, follow-up implies activities carried out to support the learning process after the training programme, within a given time frame.

Follow-up of a training programme can be used for several purposes:

- Provision of support, encouragement, knowledge and resources needed to implement the learning which the learner has acquired during the course of the training programme.
- Helps define additional learning needs during the period immediately after the training programme, and helps to continue the learning process by bringing out new learning needs.
- Used to assess the training programme and its impact on the learners, their work and their organisations. This helps the trainers in designing future training programmes.
- Provision of an opportunity for the learners to consolidate their own experience acquired during the training programme.

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

1. Foster a feeling of solidarity among like-minded activists and organisation.

2. Sustain the process and efforts of cadre building and formation of networks.
3. Strengthen formation of small groups and facilitate a process of building a larger and stronger organisation.

Methods Of Follow-Up

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

1. Direct Methods

These methods entail face-to-face interaction among learners themselves and between learners and trainers. Examples are field visits by other learners or trainers to the home of a particular learner, group meetings with or without the trainer, etc.

2. Indirect Methods

Indirect methods do not entail face-to-face contact. These include correspondence on a regular or periodic basis, initiated by learners as well as trainers. It might constitute the form of a newsletter or periodical, including questions posed by learners based on their field problems and experiences, with a response from the trainer or other learners. This could also include an exchange of learning materials developed by different people, etc.

Direct methods of follow-up are generally more stimulating and supportive. But they require much greater time and resources. Indirect methods are relatively inexpensive and can cover a larger set of learners. For example, a trainer may be able to visit only a few learners in a year, but a newsletter can reach all learners several times during a year.

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

5.3 Methods Of Evaluation

In this section, the various techniques of assessment and evaluation formats used in participatory training programmes will be discussed, along with possible blocks to effective evaluation.

5.3.1 Sources Of Evaluation (PRIA, 2011)

It is important that the evaluation is based on valid and authentic information, from a variety of sources. This information can be sourced from a variety of different sources. These can be divided into primary and secondary sources.

Primary Sources: For the purpose of evaluation, there are three major primary sources of information. These include:

- The learner himself/herself (the first and major source)
- Colleagues (people around the learner – at work and elsewhere)
- Trainers (who have been in close contact with the learner)

Secondary Sources: For the purpose of evaluation, there are three major secondary sources of information. These include:

- Diary (maintained by the learners and others during and after training)
- Records (of training and related activities)

- Reports of organisations (performance and progress reports)

A number of different techniques of evaluation are presented below.

5.3.2 Oral sharing (PRIA, 2011)

In this method, participants evaluate the training in pairs, or groups of three or more. The trainer may choose to outline a set of parameters for this evaluation, or give the learners a questionnaire. Each pair or small group should nominate a rapporteur to present the groups discussion, or they can present one another’s reactions. The trainer takes notes during these presentations, to use in his/her evaluation.

Advantages	Disadvantages
• This is appropriate for any sort of learner group, especially illiterate learners. • It can be used at any time and does not require much in terms of resources. • It reinforces the learners’ sense of ownership and participation • Smaller groups might help shy learners to express their views.	• It can be time consuming, and some learners may dominate the process at the expense of others. • Learners may not be secure enough to publicly disclose their real feelings. • If there are no parameters or clear set of questions given, the feedback can become impressionistic, generalised and non-specific.

5.3.3 Questionnaire (PRIA, 2011)

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

Advantages	Disadvantages
• Questionnaires are helpful if we are seeking data at multiple points of time. • They are easy to administer and can include a number of questions. Cross-checking is possible by the use of multiple questions on the same topic in different forms. • They can be easily analysed at one time, as well as at several points of time.	• It is not an interactive process of evaluation. • Amidst all the data that is collected, emotional responses sometimes do not come through. • It cannot be used with illiterate learners. • The anonymous nature of a questionnaire can reduce the motivation of the respondent in providing useful information.

5.3.4 Interview

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

Advantages	Disadvantages

• Since interviews are conducted face-to-face, certain non-verbal cues can be easily picked up and some 'leads' can be followed through. • It provides an opportunity to further explore and probe certain issues in detail. • This method is more flexible than the questionnaire method, as it allows for greater detail and depth of evaluation • It is a good method to use with illiterate people.	• The interview method is a time-consuming process and hence can be very costly. • A competent interviewer who can build up a good rapport with the learner is essential, or else the interview may not provide the desired information. • The learner may hesitate to provide critical information in an interview if s/he is unsure about its confidentiality.

5.3.5 Observation (PRIA, 2011)

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

Advantages	Disadvantages
• Data about real-life situations can be easily collected. • Learners are not subjected to any active interference. • Detailed recording is possible. • Phenomena and processes, which are complex in nature, can be understood better through direct observation. • The tendency of respondents to give socially desirable answers ("I learnt a lot", "It was a good programme", etc) is not a problem in this method.	• An inherent disadvantage of the observational method is that it is subject to bias on the part of the observer. Therefore, data collected can be coloured by the perceptions of the observer and may not be reliable. • The gathering of data is limited by the observational skills of the evaluator. • Sometimes, the opportunity to observe may not exist (such as an event that occurred in the past).

5.3.6 Records (PRIA, 2011)

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

Advantages	Disadvantages
• Organisational records are easily accessible and cost very little to obtain. • Since records have been maintained over a period of time, it is possible to follow the changes that have taken place over a longer period.	• Interpretation of records should be done with caution, since these records contain 'selected' information and may not be reliable. Statistical inaccuracies could be present; for example, an organisation may look very healthy on paper, when it is not so in reality. • Observer bias may also contribute to the misinterpretation of records by the evaluator. • Records may not contain all the information needed for evaluation.

It should be recognised that no one single method of data collection is complete unto itself. Valuable information can be obtained by using a combination of different methods. The important thing is to obtain valid and authentic information from a variety of sources and methods. This provides the opportunity for cross-checking the information obtained. The cost of obtaining information should be borne in mind when choosing methods. A trade-off may be necessary between the extent of information needed and the cost of obtaining that information.

Think Tank

Have you previously used any of the above techniques in order to assess the impact of training? What were their relative advantages and disadvantages? Is there any particular method you think is useful in order to assess changes in the learners? Why?

5.3.7 Some Blocks To Effective Evaluation (PRIA, 2011)

Broadly speaking, there are three major sources which may become blocks to effective evaluation: the learner, the trainer, and the methods.

1. Learner As A Block To Evaluation

It often happens that learners, who are the primary source for evaluation, fail to provide authentic feedback.

This may be for cultural reasons; in some cultures it is considered highly inappropriate to criticise. The learners may refuse to assess the trainer, the design and the arrangements, and insist on saying that everything was perfect.

There could also be a contextual reason. Learners who are poor, illiterate or exploited in their daily life may have become deeply conditioned to withhold spontaneous reactions. They may hesitate to express their real feelings and appear non-committal. They may be unable to overcome deep-rooted fears of repercussion and refuse to articulate their thoughts.

It is also possible that a first exposure to a participatory training programme may be a euphoric experience. Learners may get so carried away by emotions of gratitude and sadness (in the end) that they are unable to evaluate the programme objectively. These various reasons for a learner's inability to provide authentic feedback raise some important questions for trainers.

- Have learners really become empowered through the training process? Or are they still enmeshed by the tentacles of oppressive conditioning?
- Have we been able to actually build upon learners' self-esteem?
- Has the process of training truly liberated the critical faculties of learners? Or have personalised relationships and trainer charisma been used to prop up an illusion of participatory processes?
- Have trainers ended up with power over the minds of learners?

2. Trainer As A Block To Effective Evaluation

It cannot be denied that evaluation is a difficult process for trainers. After having put in so much pre-training effort, so much hard work during the training and gone through so many emotions in the process, the trainer might become very possessive of the programme. S/he might find it extremely painful to step back and view it objectively. This may distort analysis and use of feedback. The trainer might be unable to assess the effectiveness of the programme and impact on learners. Feedback about how a particular session was conducted might be difficult to give or accept. This may also lead to a rather artificial relationship between co-trainers.

Issues of trainer possessiveness and trainer's anxiety must be brought up and openly discussed if we truly want to evaluate a programme. There is no point sweeping them under the carpet in the fear that they might raise questions about the degree of commitment. To some extent all trainers, despite any degree of commitment to the principles of participatory training, feel or act this way. The point is to deal with it, not deny it.

Co-trainer support is a crucial element. A silent co-trainer suppressing feedback may be as unhelpful as one who makes barbed comments or laughs at the anxious trainer. Constructing a warm, caring atmosphere within the trainer team, a willingness to openly admit and discuss issues as applicable to every member and the ability to laugh together are important aspects of co-trainer relationships. Only then is it possible for trainers to honestly evaluate themselves and the programme.

3. Methods As A Block To Evaluation

The disadvantages of various methods have already been enumerated. It is an important responsibility of the trainer to design a method that will reduce bias and elicit accurate and relevant feedback from a particular group. Using pre-designed/standardised formats may not always be appropriate.

5.4 Report Writing

We spend all our creative energies in conducting a training programme; we use very little of it to document the programme.

Why should a trainer document training in detail? Why should one prepare different reports for learners, funders, government officials, organisations, etc?

The answer to the first question is that experience gets to be widely shared. Others learn from the experience. As a learner, the trainer uses the report as a reference material for future programmes. The answer to the second is that different kinds of audiences have different requirements of a training event, and as a trainer one needs to be committed to meeting those requirements.

Purpose Of Report Writing

A report serves the following purposes:

- Adds to an existing database and can become learning material for others
- Helps in reformulation and refinement of concepts
- Clarifies training methodology
- Is a ‘tool for reflection and analysis’ for the trainers/learners

The process of writing a report takes into account primarily who the reader is and to what end he/she will use the information. This then influences the style, the content presentation and the language of the report.

5.4.1 Types Of Report (PRIA, 2011)

Essentially, reports are of three types:

- Database reports: The ‘what’ of training
- Process reports: The ‘how’ of training
- Analytical reports: The ‘why’ of training

1. Database Report

The what, when, where and who of the event is faithfully recorded in a database report. Essentially the report presents an overview of the entire event:

- What the objectives were, and what contents were covered
- What methods were used
- Who attended
- Information about trainers
- Follow-up plans made

Written in a brief form, this report is useful for donors, government officials, interested readers and administrative purposes. They are also useful for participants as a reminder of the training programme.

2. Process-Based Report

A detailed, continuous narration of the processes as they unfolded in the training is the main focus of this report. The emphasis is on how the training took place, how the content evolved in relation to training methodology, participants responses, interactions, outcomes, etc.

The report is in a narrative form and elaborates the principles on which the training was based, the sequence of content held on each particular day, the issues arising out of each content in the group, the methods used for each session, the detailed processes that got generated, trainer responses, the changes made in the design and why, etc. The report is useful mainly for learners for reflection and learning purposes, and for trainers who do similar trainings in the field. Often, such reports are written in the language of the training and can become effective case-study material for others.

3. Analytical Report

Essentially this report highlights the why and how of training. It is evaluative in nature and pools together analytic data to make links, focus on issues and trends and highlight what worked, what did not work and what could be the possible reasons for the same. The presentation of the report is in an action-reflection mode. It is useful for the trainers conducting the training to find out what they learnt, action-researchers in the field of training as well as for other trainers to learn about innovative thinking and experiments, and use it in their own work. Often, reports end up being a combination of several types, depending on who they have been written for and towards what purposes they were written.

5.4.2 Things To Bear In Mind While Writing A Report (PRIA, 2011)

Format Of A Training Report:

Every report should contain information on the following aspects (the details varying according to type of report):

i. The context of the training;
ii. The objectives;
iii. The participant profile;
iv. Information about trainers and resource persons;
v. The approach, main themes and subjects, materials and methods used; and
vi. Elements of the process and evaluation.

A. Note-taking/Recording

Detailed note-taking during sessions is essential: these are known as ‘process’ and ‘content’ notes.

Interesting anecdotes can also be recorded for use in the report highlights, while individual subjective experiences can make for interesting reading. Sometimes, it is useful to encourage groups to prepare daily reports which can be collated later. If support structures permit, group reports can be photocopied or emailed and distributed to the learners during the training itself.

B. Organising The Materials

The flip charts that have been used during the training need to be carefully preserved and used while writing the report. All the group presentations of writing on the blackboard should be noted down during the training itself and used in the report. Similarly transcriptions of audio and videotapes need to be done for incorporation into the report.

C. Outlining Format

The purpose of the report, the style of the report, and the language it needs to be prepared in should be discussed with co-trainers (obviously, some discussion on the type of report for learners has already been discussed during the training), and a brief outline of the report made (what to include and what not to include; should pictures be included, etc).

D. Analysing the Data

The next step is to analyse key data based on the kind of report to be prepared; relating issues to learners, trainers, methodology; finding if any new links are emerging in the process; collating findings of the evaluation, feedback, etc.

5.4.3 The Writing Process (PRIA, 2011)

It helps to write a report soon after training is completed. Memories are fresh and the momentum of the process still lingers. The language used in the report needs to be clear, concise and simple. One needs to be very careful about the use of words,

depending upon the readership.

Meticulousness is an essential characteristic for writing a report. All the data should be adequately covered with equal emphasis on all aspects of the training. Since the report is for wider dissemination, openness in sharing data is very essential. Very often we write about the achievements and the successes of the training, and ignore the failures or difficulties faced during the process. Sharing all of it helps others to see the picture as it is. Feedback data from evaluations should also be included in the report.

On completion of the report, a through reading ensures there is a smooth flow in reading. Proof-reading of the report is very essential to eliminate errors, a task many of us would like to do away with!

Sample Report Format: Process Report

The following example of a process report is taken from the report of the Master Training of Trainers (MTOT) programme conducted by PRIA, New Delhi, for the Afghan Aid staff in April 2011.

TOT on Participatory Training

Duration: 9 Days (18 April-26 April 2011)

Venue: At Kabul, Afghanistan

Overall objectives of the training:

- To develop awareness and understanding of the theories and practice of participatory training
- To develop competencies as a participatory trainer for facilitating effective learning in Local Community Organisations (LCOs)

Process Report – Short Example

Format	Illustrative Example
Title of Training	Master Training of Trainers of staff of AfghanAid
Date, Location	April 18-26, 2011, Kabul
Lead organisation	Facilitated by PRIA
Introductory session	Descriptions of sequence of events, e.g., Welcome address, introduction of participants – how did this happen, what was said, etc. *The workshop commenced with a welcome note by Farhana, Managing Director, Afghan Aid, Kabul. She*

	highlighted the significance of the role of Afghan Aid (AAD) in this period of Afghanistan: supporting and facilitating the community to come together; by assisting them to address issues of inequality and power differences. She highlighted how the engagement with PRIA will help AAD also learn from PRIA's experience of working with the poor and marginalised. Dr. Rajesh Tandon, President, PRIA, New Delhi also highlighted the significance of this partnership: How PRIA could learn from AAD's experience and further assist in the process of empowerment of the poor and marginalised". *The Trainer Team from PRIA included Ashok Kumar Singh, Namrata Jaitli and Prabhat Failbus.* *After providing a brief overview of the training programme, the participants introduced themselves by their name, designation and programme they were involved in*.
Workshop 1	Detailed description of Workshop 1 entitled "Why do we need to do training of CBOs?", including all of the activities undertaken, reaction of participants, etc. Sample Extract: *The participants were asked to reflect in buzz groups how as facilitators they could facilitate effective decision making within their own CBOs.* *Participant responses included aspects like:* • *Be aware of the conditions of the groups* • *Make the leaders aware about ensuring facilitative decision making process* • *Create conducive condition for giving each individual opportunity in decision making* • *Decision making be made in an environment free of pressure* • *Build an environment where members respect each other* • *Voting be applied* • *Create environment for consensus decision making*

In a process report, it is important to include all aspects of the process as it happened, including reflections about how the activities where received by the participants. This helps trainers to draw lessons about which activities worked/did not work and adapt subsequent trainings based on these lessons learned.

For example:

The participants were first asked to define the term Leadership. The responses were then categorised into a definition of leadership. The three different styles of Leadership (Autocratic, Laisse Faire and Democratic) was shared with the group. The Autocratic leader is focused more on task and less on members' wellbeing and relationship issues. Laisse Faire leaders are focused more on members' wellbeing and relationship issues, and less on the task of the group. The democratic leader is focused both on task and people/member issues.

This was helpful in generating a very intense discussion on which style was a preferred leadership style in the CBOs. While most felt that the democratic style (focus on both task and people) was the preferred style, it was also shared by some participants that autocratic style

(focus on task and not on people) was at times required, especially in emergency situations. The fact that the preferred leadership style also depended on the situation and the type of group was highlighted.

Session Design

An important element of a process report is information about the overall session design. A detailed schedule of the events can be presented in a simple table as shown in the example below.

Day 2				
Date	**Time**	**Subject**	**Methodology**	**Material Required**

19.04.2011	**08.30AM-08.45PM**	○ Recap		
	08.45PM-09.30PM	○ Presentation in groups		
	9.30AM-10:00AM	○ Consolidation and input	Lecture	
	10.00AM-10.15AM	○ Tea Break		
	10.15AM-11.30AM	○ Traditional Vs Participatory training: Major characteristics of the approaches	LGD	
	11.30AM-12.30PM	○ Understanding adult learn environment in LCOs	Lecture	
	12.30PM-2.30PM	○ Lunch Break		
	2.30PM-3.45PM	○ Principles of participatory training	Lecture with cards	Cards
	345PM-4.00PM	○ Tea Break		

Summary

As the end of the Unit, you are aware of the importance of conducting M&E within the context of a participatory training programme. You are aware of the strategic importance of understanding to what extent the programme has achieved its normative objectives. You are aware of the concept of M&E, at what stages of the programme this can be conducted, and the various methods which can be used. These include techniques such as oral sharing, questionnaires, interview, observation, examination of records and writing reports. You are aware of the different types of reports, and the various elements to include while writing reports.

Additional Readings

PRIA. (2002). Documentation of the training process. In PRIA, *Participatory training: A book of readings* (pp. 59-60). New Delhi: PRIA.

PRIA. (2002). Follow up of training. In PRIA, *Participatory training: A book of readings* (pp. 97-98). New Delhi: PRIA.

PRIA. (2002). Trainers' preparation and self development. In PRIA, *Participatory training: A book of readings* (pp. 77-81). New Delhi: PRIA.

References

Gaventa, J., & Estrella, M. (1998). *Who counts reality? Participatory monitoring and evaluation: a literature review.* Brighton: Sussex University Institute of Development Studies.

Narayan-Parker, D. (1993). *Participatory monitoring and evaluation: tools for managing change in water and sanitation.* Washinton, DC: The World Bank.

Pant, M. (2014, November 3). *Participatory training.* Retrieved November 3, 2014, from UNESCO: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_10.pdf

PRIA. (2011). *A manual for participatory training in development.* New Delhi: PRIA.

Annex: Examples of Evaluation Formats

Example 1: Concluding Workshop Evaluation

Example One : Concluding Workshop Evaluation

Background: You have just received an email from your close colleague and friend saying that s/he has not seen you for over a month but has heard that you are taking part in a training programme in ___________________________________. Your friend requests that you write at once to explain what you have been doing and what you have learned during these few days. You decide to reply.

Dear ....
You guessed right! Yes, I was in ....attending a training programme on...
As a whole, I found these ……………....................days ....and learned ....
What I found really interesting was ....
But let me explain how we worked over these .... days
In the first.................................... days, we ....
After that in the remaining ……..........…...……… days, we ....
At the end of these ....days our main conclusions are ....
I am sorry this letter is so short but we will certainly meet after I return. Then
I will explain in greater detail but I can assure you that these few days were..
.... for my own work and I am sure they could also be ....
.... to you when I tell you everything.
By the way, the trainers were ....
I found the place ....

That's all for now

With regards

Example Two: Concluding Quantitative Evaluation

Topic	Understanding			
List of content areas	**Very little**	**Average**	**Good**	**Excellen t**
1. 2. 3. 4. 5.				
Methods	**Not useful**	**Partially useful**	**Quite useful**	**Very useful**
1. 2. 3. 4. 5.				
Objectives achieved	**Not Achieved**	**Partially Achieved**	**Totally Achieved**	

Example 3

Post-Training Evaluation

Overall Evaluation of Training of Trainers Programme

As discussed with you during Phase III of the Training of Trainers (TOT) programme, we would like to seek your help in critically evaluating the entire programme. This evaluation is crucial to consolidate our collective insights in conducting the programme in this first round, and to provide an informed basis to plan and design the next round.

Therefore, we hope you would take the necessary time to reflect on your experience of the entire module. Refer to your notes and reports and then respond to the enclosed questions. Please be candid and open in your responses.

As you will notice most of the questions are open ended and therefore require long answers. Please explain your answers as far as possible.

Thanks very much.

1. The overall objective of the TOT programme was to build internal training capabilities within field-based organisations. Do you now feel that this objective has been accomplished with respect to your organisation? Specifically have the concepts of training, skills related to that and practice of training improved in your organisation? Please explain.
2. Obviously, building the training skills of some staff members of field-based organisations is the first step in this direction. Several aspects of your own development as a trainer are important considerations. Please comment if the following aspects have been met, and how:

a) Understanding of participatory training methodology
b) Your self-development
c) Any changes in your attitudes
d) Your skills in training methodology
e) Your confidence in yourself as a trainer
f) Changes in your opinions on issues discussed
g) Changes in your relationships with others
h) Your commitment to training
i) Any other

3. If there have been some of the above changes in you, have you been able to use them in practice? Can you describe two or three examples?
4. We had conducted the programme on several assumptions. We would like your comments on whether these assumptions now appear valid to you or not.

a) The process of participatory training should be participatory. Was it?

The relationship among participants as a group should be built early on to facilitate learning. Was group building effective? And did it improve learning?

c) The trainer-trainee relationship affects learning. This relationship should be positive and strong. What qualities of trainer-trainee relationship did you experience? Were these qualities useful in facilitating your learning?

d) Practice is important for consolidating learning. Did it help?

5. The entire TOT programme was structured in three phases. The contents were spread over these. Was this useful? Why? How?
6. Did the physical setting, changing locations and residential nature of the three phases help in learning? Any problems or obstacles you met? Are there any suggestions?
7. The composition of participants varied considerably. Some were young, some old; some worked in urban settings; some in rural; some spoke English and some Hindi only; some were women, and many were men; some were working on problems of health, and some others on adult education; some came from a small (3 person) organisation and some from a large (more than 100 person) organisation. Did these variations help or hinder learning? Which of these specifically? In the next round, what type of composition of participants should we aspire for?
8. Can you make some additional overall suggestions to improve the programme in the second round?