



INTERNATIONAL ACADEMY

Initiative in Education & Lifelong Learning

Certificate Programme

Participatory Training Methodology

UNIT - 2

Units of Participatory Training Methodology

Unit 1: Understanding Participatory Training

- Current Issues In Training
- Understanding Participatory Training
- Adult Learning Principles
- Role Of The Trainer

Unit 2: Designing Participatory Training

- Meaning and Significance
- Steps in Designing

Unit 3: Training Methods

- Overview of Participatory Training Methods
- Selection of Methods
- Common Training Methods
- Debriefing and Consolidation

Unit 4: Experiential Training Methods

- Understanding Structured Experiences
- Methods in Structured Experiences

Unit 5: Monitoring and Evaluation of Training Programmes

- Monitoring and Evaluation: Meaning and Importance
- When Do We Evaluate?
- Methods of Evaluation
- Report Writing

Unit 6: Management Of Training

- Management Of Participatory Training Programmes
- Managing Training Teams

Table of Contents of Unit 2

S. No.	Topic	Pg. No.
Unit 2	Designing Participatory Training	
	Introduction	4
	Learning Objectives	5
2.1	Meaning and Significance	6
2.1.1	Why is training design important	6
2.1.2	Selecting participants	7
2.1.3	Process	8
2.2	Steps in Designing	9
2.2.1	Assessing learning objectives	9
2.2.2	Defining learning objectives	11
2.2.3	Identifying contents	16
2.2.4	Sequencing content areas	19
2.2.5	Choosing methods	23
2.2.6	Putting the whole into a time frame	26
	Summary	30
	Additional Readings	31
	Recommended For Further Readings	31
	References	31

INTRODUCTION

The most critical and neglected aspect of training in the development sector is its design. We tend to borrow standard formats and designs from others and fit sessions to the requirements and availability of resource persons. Materials are organised and locations selected to suit the needs of training institutions and budgets. While all these are important considerations, participatory training and its principles place great emphasis on a systematic and comprehensive design effort to conduct and facilitate training.

In this module, you will learn how designing is a crucial part of the training programme, and an important skill. You will also be introduced to the different steps involved in designing participatory trainings, including conducting a needs assessment, defining learning objectives and content areas, how to sequence content, select appropriate methods, and develop a timeframe.

Learning Objectives

By the end of this Unit, you will have learnt the: :

- Importance of designing a training programme
- The various steps involved in designing a training programme

2.1 Meaning And Significance Of Training Design

2.1.1 Why Is Training Design Important?

In the traditional approach to training, its design is considered an unimportant job, something that does not require much skill or time. It is equivalent to fixing up the course content or syllabus and scheduling who teaches what and when. In other approaches, the course content is charted out in readymade 'modules' and one only needs to mechanically select a module and identify appropriate resource persons. These approaches display no concern for the specific needs or expectations of a group of learners.

In participatory training, by contrast, designing is a crucial part of the training programme and an important skill required in the trainer. Here the trainer is working from a definite starting point; learners' needs and problems are the basis of the entire training intervention, and the programme has to be specially designed to meet the unique needs of each group of learners. The intention is not merely to transmit a body of information, but the liberation of critical faculties, a process of self-actualisation. The design of the programme must reflect the values and principles of participatory training as 'training for social change'; it is key to ensuring that the mission is achieved.

Developing an appropriate design for meeting the learning objectives of a group of learners is one of the most creative and challenging first steps in any training effort. A 'design' of a training programme is a preliminary 'blueprint' to display the entire programme at a glance, and thus helps the trainer ensure a thorough preparation has been undergone. Therefore, a design should contain training objectives, contents and their sequence, training methods, a time plan for each session, identification of learning materials and other resources required, ongoing monitoring during the programme, post-

programme evaluation, and a broad plan for follow-up. In participatory training, the overriding concern is what sort of learning will take place; therefore a great deal of attention has to be paid to objectives, contents, sequencing, methods and timing, so that the programme adequately fits the needs of a particular group and aids their learning.

2.1.2 Selecting Participants

Before the design begins, it is important to have a clear understanding of the strategic role of training. This will enable participants use their learned competencies in order to effectively contribute to their organisation's or community's progress.

Participants should be selected carefully on the basis of relevant background and present/future role in promoting social change. While a large crowd of participants gives an appearance of a 'successful' training, the investment of time and resources will be fruitless if most of those participants do not go back and put their learning to good practical use, or if the objectives of the training have no relation to their organisation's strategy.

NOTE BANK:

Some Considerations While Selecting Learners

- Have the learners voluntarily applied for the programme? Or have they been sent by the organisation they work for?
- Do they see the programme as suitable for themselves? Does it relate to their work/roles?
- If learners have been chosen by their organisation, on what basis have they been chosen?
- If learners are coming from a community, who selected them for the programme? On what basis?
- Do the learners have a suitable background?
- Is the timing right? Will learners have other preoccupations?

(PRIA, 2011, p. 41)

2.1.3 Process

The process of designing a training programme follows a series of steps.

The process can be summarised as the following:

1. Assessing learning needs
2. Defining learning objectives
3. Identifying and sequencing training content
4. Selecting appropriate methods
5. Setting a time frame

These stages will be examined in greater detail in the next section.

It is important to remember that effective design is learnt through constant practice, that is, actually trying out to see what works better and what does not, how the timing keeps pace with the learners' abilities, and so forth.

2.2 Steps in Designing

As the previous section has discussed, participatory training and its principles emphasise a systematic and comprehensive designing effort to conduct and facilitate training.

Designing is a systematic process comprising a series of steps. This section addresses these design steps in detail.

2.2.1 Assessing Learning Needs (PRIA, 2011)

The first step in designing a training programme is to identify the particular learning needs of the group of learners. Why should a training be conducted? This question can be answered only in the context of a particular set of learning needs. Many times trainers tend to assume learning needs of a group of learners and straightaway outline the training objective. A principle of participatory training is that even where a trainer has vast experience, assessing the particular learning needs of a group is a step which should be undertaken carefully and seriously.

We have seen that participatory training is participant-centred. It is aimed at helping participants become more effective in dealing with their problems. Therefore, the future aspirations and present issues facing the learner are central in determining the direction of the training intervention. If we neglect this step there is a possibility that the entire training maybe misdirected and fail to achieve any useful impact.

What Are Learning Needs?

Learning needs are those set of tasks that a person or a group of persons needs to learn in order to perform their role effectively and meet some of their specific requirements of the work s/he is involved with. Specific learning objectives are derived from these learning needs.

Needs Assessment

A variety of methods can be used to assess the particular learning needs of a group of learners. In essence, it is about seeking information. Therefore, it is important to identify the sources of that information, as well as methods that can be used to elicit that information.

Useful methods for assessing learner needs include meetings, discussions in groups, interviews and field observations. When direct interaction is not possible, a well thought out questionnaire can be sent to the participants or their organisations to elicit learning needs. In addition, it is useful to think about the following:

The job or task that learners have to perform gives insight into the learning needs of the group. The nature and requirements of their work become a source of information about their learning needs. This exercise can be done for each individual learner, for the entire group of learners as well as for an organisation as whole. Field observations – observing learners in their own environment conducting their usual activities – can be a useful method to infer needs.

Study of existing records, documents and other such materials can also become useful sources of information. These records may be minutes of meetings, progress reports, performance review documents, etc. They can also be records of events and problems that a group of learners might already have worked on.

Previous training conducted with the same learners and reports of the session could also be a source of useful information. Sometimes these reports may also have future learning need assessments.

Importance of Flexibility

It is often not possible for all learning needs to be assessed before a training programme. Learners who are illiterate or poor, or unused to articulating what they need,

or those who have no previous exposure to the possibilities of such an educational intervention, will, in all probability, be unable to articulate what they need to learn. They might only be able to focus on problems. At a later stage during the programme, they may be able to define more clearly what they want to learn. One needs to design a training programme which is flexible enough to incorporate these emerging needs into the overall training strategy.

2.2.2 Defining Learning Objectives (PRIA, 2011)

Not all learning needs will be fulfilled through a single training programme. Training is a systematic, structural intervention to accelerate learning. Hence, it is important to select, in a systematic way, the learning needs which are to be addressed – these are called the learning objectives. This subsection will discuss the definition of the learning objectives.

Importance

Learning objectives direct the entire training design by influencing the selection of content areas and methods. They also become the indicators of learning achievement; the pace of progress can be monitored through the help of learning objectives, which provide a measure of accountability during evaluation. The objectives of a training programme should be shared with learners from the outset, so that they understand the proposed directions of progress, and are able to relate them to their learning requirements. This enables them to be actively involved from the start.

What Are Learning Objectives?

Learning entails change and before we start the learning intervention, we need to define the change required so that we have specific criteria to measure progress. Learning objectives are those concrete and relevant changes or outcomes that are expected in the learners by the end of the training programme. Illustration:

A set of objectives for a training of trainer's programme could be:

- Developing an understanding of participatory training
- Raising awareness about one's own self as a facilitator
- Developing basic skills related to designing a training programme

Learning objectives can be stated in terms of three foci of learning, which are knowledge, awareness and skills learnt.

Focus of Learning

In participatory training, the learning focuses not only on acquiring knowledge, but also on enhancing awareness and skills. This makes the learning complete, critical and useful. The three major types of learning in participatory training are easily remembered as "ABC":

- **A**ffective learning
- **B**ehaviour learning
- **C**ognitive learning

The learning objectives should be seen clearly in terms of desired knowledge, skills or awareness: the three foci of learning. This framework of learning helps us to separate and clearly specify the objective of a particular training programme.

The actual combination of these three foci may vary from one programme to another, but every programme must aim at a minimum component of each of these three. The combined focus of awareness, knowledge and skills makes the choice of training methods complex.

NOTE BANK:**Focus Of Learning**

In order to define the precise focus of learning in this way, we can ask ourselves the following questions about each desired learning outcome.

Do participants need to have plenty of information on the topic? Should they know more facts about it? Do they require a detailed breakdown of these points? Do they need to clarify concepts about this?

If the answer is yes then the focus of learning is KNOWLEDGE.

Do participants need to gain a deeper understanding about the topic? Do they need to become sensitive to the various aspects of which they had not been aware of earlier? Do they need to feel so strongly about this that it will move them towards change? Do they need to realise this at the emotional level?

If the answer is yes, then the focus of learning is AWARENESS.

Do participants need to improve their competence to perform this? Do they need to become better at doing this? Do they need to develop ability for this? Should they be able to carry out this task more effectively?

If the answer is yes, then the focus of learning is SKILL.

Objectives may therefore be stated simply and succinctly as: **'To develop awareness of oppression of tribals'**, or **'To increase knowledge about women's legal rights'**, or **'To sharpen skills in community organisation'**.

(PRIA, 2011, p. 45)

Examples Of Affective Learning

- New employees in a non-profit organisation share reactions to their first week on the job, including their feelings about the non-profit culture, new procedures and relations with co-workers
- First line managers in a company explore their feelings about managing the work of employees who were previously their co-workers

Examples Of Skills Based Learning

- Participants attending participatory training learn how to design a training programme

- Staff nurses in hospitals practice how to effectively prepare pre-operative patients about to undergo surgery

Examples Of Knowledge Acquisition

- Participants in a gender workshop learn the legal definition of sexual harassment in a workplace and apply it to issues within their own workplace
- Participants attending Self-Help Groups (SHG) training learn about the procedures/application forms for seeking loans from the bank and how to submit correct applications for the loans

Procedure To Define Learning Objectives

How are objectives formulated? One helpful way is to collate the entire learning needs of the group and categorise similar or related needs together to arrive at a broader sets of needs. Where learning needs have been expressed in the form of problems faced, the trainers have to use their experience and insight to extract learning needs. Those designing a training programme would also need to use their own understanding of what competencies are required to perform the desired task well in order to enhance the learning objectives of the learner. For example, a traditional birth attendant might state her learning needs as more information on hygiene during delivery and more tips on what to do when something goes wrong. To this, a trainer might add awareness about the need for healthcare during pregnancy and a working knowledge of reproductive processes and anatomy as a learning objective. Such additions may not be stated by the learners themselves. But the trainers are expected to have a minimum understanding of what the learning requirements of the learners would be, based on their professions, educational past, etc.

Common Errors

Objectives are quite distinct from content area. A common error is to list out a number of desired content areas and consider them synonymous with training objectives. Content areas are derived from objectives, not the other way round. Objectives are desired

changes or expected learning outcomes which provide an overall direction for the entire training intervention. Objectives are broader and more comprehensive as compared to content areas.

A word of **caution** is necessary at this point. Objectives have to be realistic in their projection of expected learning outcomes. There is no point in making an ambitious statement, which cannot possibly be fulfilled during a single training programme with a particular group of learners. Another important practical consideration while deciding on the objectives is the context of the learners. Can they attend longer residential courses, or are they able to only attend half-day programmes? Will they need a lot of breaks?

Strategy

It is usually not feasible for a single training programme to fulfil all the learning needs. A major training strategy may be tried instead, with a series of training programmes punctuated by regular gaps (a week, a month, a quarter). Different sets of learning needs can be separated for these smaller, brief, single-shot training interventions.

Limitations

Finally, there are certain problems or needs that can never be tackled through training. The problems that involve basic structural changes in a family, in society, or in an organisation, cannot be addressed while formulating training objectives. Training can certainly prepare participants for change; it helps them create a vision for building a strategy for change and to understand the consequences of not changing. However, training alone cannot bring about social change. Citing social change as a specific learning objective would be futile.

2.2.3 Identifying Content

Meaning

What will/be the actual topics, ideas and subject matter to be covered during the training? What are the specific areas in which learners 'will have gained knowledge, awareness or skills'? These are all associated with the content areas of the training. Once the objectives of a particular training programme have been established, the next task is to identify the content of the programme which will be used to achieve the stated objectives. Each objective may require a whole set of content.

Procedure to Identify Content

It is important to remember that content areas are largely determined by the trainers' frame of reference or normative orientation. The following text outlines a procedure which can be followed to identify content:

1. Clarity about learner's current knowledge base

Content can be effectively delineated only after we are very clear about the learner's present level of understanding, present knowledge base and competencies. The extent of the topic or ideas to be covered, and the depth or detail, should be determined on the basis of the current level and background of the learners.

So, in identifying the content, we need to look once again at:

- Who are our learners?
- What is their level?
- What is their starting point?
- What do they already know?
- Which combinations of learning foci need to be emphasised with this group of learners?

The scope of the content is also dictated by the size and relative homogeneity of the learner group. For example, a training programme for citizens on consumer rights awareness would have different content areas for slum dwellers, for housewives in lower-bracket government flats, and for highly educated double income couples. The depth of coverage would differ according to the size of the participant group. It is also affected by the composition of the learner group. In training for the effective organisation of women's groups, where all the learners may have some years of work experience at the grassroots level through NGOs, the content may be covered in great depth. But if the same training programme had some experienced NGO activists, some raw recruits and some village women who are leaders of women's groups, the scope of the content area would be considerably different for such a heterogeneous composition.

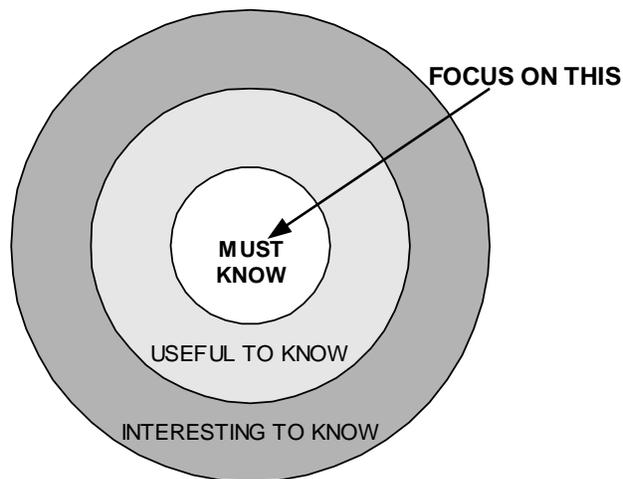
2. Clarity about the Learning Focus

To draw up a list of content areas, start off by thinking of every possible topic that relates to each training objective, and then enumerate every sub topic or separate aspect of all the topics. From this exhaustive list, a realistic assessment has to be made of the following, keeping the normative orientation and strategic use of training in mind:

- What is essential and has to be included?
- What is useful enough to be included?
- What would be nice if included?

Learners come for a limited time, and cannot possibly absorb everything in minute detail like sponges. Adults only learn what is of use voluntarily and selectively. It is a waste of time and resources to overwhelm them with a barrage of learning. The idea is to weigh their appetite, stimulate their curiosity and encourage them to seek further, to set into motion processes of continuous inquiry, experimentation and practice. The content areas that are not essential have to be culled out, and some have to be carried over to successive phases of training. Of course, one could always deal with all the content areas at a superficial level, but that might not contribute to the strategic goal at all.

The focus on learning can also be shown by the following diagram.



Think Tank

With reference to the background of the people you normally conduct training programmes with, what important facts regarding their learning needs would need to be factored into the design of the programme? How would this affect the structure and methods of the programme?

Cross-Check Contents

- Do they all derive from and relate directly to the training objectives?
- Will each of these areas of learning lead the learner towards the desired change? Do they need all these?
- Are there any complex content areas that can be broken up into simpler sub-topics?
- Will learners of this level be either in need of more detail or unable to take in all this?
- Are we trying to achieve something on the go that actually needs a number of programmes?
- Are the content areas being manipulated by my personal preference and dictated by my personal convenience?

2.2.4 Sequencing Content Areas**Necessity**

Having identified different content areas, the sequence or flow of different content needs to be specified. The aim is for the entire training programme to flow from the beginning to the end. Some content areas will naturally lead on or 'flow' from one to the next, but some have no linkages at all. In the latter case, the learner is jerked out of one train of thought and suddenly confronted with something quite unrelated. Some training programmes even slot content areas on the basis of when the necessary resource person is available. Thus, the topics do not follow any pattern and are placed in a purely ad-hoc manner. This would obviously hamper learning. Another problem that sometimes crops up is that learners have a strong resistance to certain topics and appear to be emotionally unprepared to deal with them.

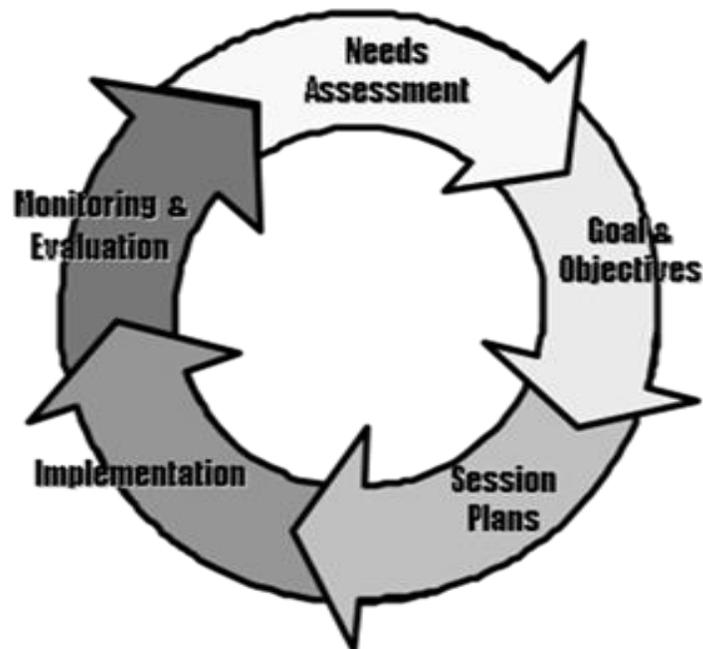
It is important to sequence content areas carefully and ensure linkages within the order into which they have been put. This helps to minimise blocks to learning and permits the process to move ahead smoothly.

Procedure

The main principles that should be kept in mind while placing content areas into a suitable sequence are:

- To create emotional and intellectual readiness for each succeeding content area
- To avoid monotony, boredom and stress

Training Design Cycle



Think Tank

What is the importance of developing a training design? Can you think of any examples from your own context where a poorly thought out training design had a negative impact on the whole programme? Explain.

1. Creating Readiness

To create readiness in learners, we have to discard the random approach and first develop a logical framework. Which idea logically leads to the next? What sequence will make the learner mentally receptive to successive content?

Moreover, some content areas, if positioned earlier, can effectively 'set the stage' for what follows. Let us assume there are two content areas, 'Self Development' and 'Understanding of Groups'. If 'Self Development' is discussed first, it is likely that learners become so preoccupied with the 'Self' that they show no disposition to start looking at 'Groups'. But if we deal with 'Groups' first in which participants closely examine their own behaviour in groups, it leads to a reflective mood in which they are emotionally prepared to deal with questions of self-development, which can appropriately be the next topic.

Another way to enhance readiness is to use an appropriate model of training to sequence the content area. In this, first determine which content areas are extremely personal and potentially threatening, and which ones deal with broader issues of society at large. Depending on two variables, the type of learner group and the main purpose of learning, there are three possible models of sequencing these topics: macro issues to micro issues, micro issues to macro issues, and macro-micro-macro issues.

(i) Macro To Micro Issues

When we have a new group of learners, where the members are unfamiliar with each other, and the purpose is self-development, it is difficult to immediately start with

personal issues. Here it helps to sequence content areas in such a way that more abstract and general issues are handled first and deeply subjective questions come afterwards. This gives the learners time to 'unfreeze' and feel comfortable with each other during the process of developing self-awareness.

(ii) Micro To Macro Issues

When the group is not new and the members know each other well, the programme can begin with personal questions. If the purpose is to prepare them for social action, content areas can be sequenced so that topics at a very subjective level are followed by increased objectivity, proceeding to an analysis of the group, then community/work organisation, and finally society at large.

(iii) Macro-Micro-Macro Issues

If we have a new group, and the purpose is to develop personal awareness as well as deal with social issues, it can start off with generalised discussions about society, carry on to look at the group, and then issues of self, and then gradually lead back to broader questions. This would ensure that learners do not leave the training too deeply preoccupied or even disturbed about themselves.

1. Avoiding Monotony, Boredom And Stress

In sequencing the contents, it is important to remember that too many sessions of the same type can easily lead to boredom or stress; variation is necessary. For example, content areas that deal with highly abstract theoretical inputs need to be alternated with content that requires learning at a more emotional level, or some hands-on practice. Intensive training events which rely on deeply personal experiences ought to be interspersed with sessions which offer a conceptual and analytical understanding of such experiences; otherwise learners may become so preoccupied with their own emotions that they would fail to understand these emotions, or listen to other learners' reactions. Some trainings, which require the development of skills, need to sequence practice sessions in an effective way to avoid monotony and maximise retention. If the skill to be

learnt is very simple, a certain amount of concentrated practice is sufficient, but if the skill is quite complex and difficult, it helps to follow some amount of sustained practice with a break and then have short periods of practice with frequent rest intervals. This kind of sequencing will lead to better learning.

Basic Guidelines In Sequencing

- Introduction of the programme and learners has to be FIRST.
- Monitoring and review should be ON GOING. MID-TERM review is useful. A brief evaluation may come at the END.
- Planning for follow-up should come towards the END.
- Action planning (to transfer learning from the training to the real life situation) should come AFTER all other content areas.
- We can estimate the appropriateness of the sequence by CONSTANTLY referring to our experiences.

2.2.5 Choosing Methods

Once the content is selected and sequenced, then selecting the appropriate method becomes a significant task. The choice of method depends not only on the background of learners and their learning needs, but also on the selected learning focus areas.

Knowledge

If the focus of learning is knowledge, concepts and information, it can be best provided through what is known as the lecture method. The other ways of acquiring new knowledge would be through demonstration, field visits, etc.

- For literate participants, reading materials can be provided. The quality, level and appropriateness of those materials should be ensured.
- Other aids, such as flip charts, posters, transparencies, etc, may also be used. But essentially, the purpose of a lecture is to provide additional information, new knowledge and concepts to a group of learners.

Awareness

If the focus of learning is awareness, the existing experience of learners can be utilised. Methods appropriate for awareness have been called structured experiences because they make structured use of either the present experience of learners or others.

- Group discussion as a vehicle for learning is one such example. Learners in a small group share their experiences and critically analyse them to develop new insights and appreciate the issues involved.
- Exercises and simulations generated during the training programme are other examples of structured experiences. These make use of the experience generated during the training itself.
- Role play is another example of structure experience. It encourages learners to enact a part of the reality they have observed or experience. Role play also promotes awareness.
- The case study method is useful in situations where other people's experiences are used for the learning of a group. The case study may be written, oral, audio, or audio-visual.

Skills

If the focus of learning is skills, no skills are learnt without practice.

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

The selection of methods will be discussed in greater detail in the next Unit.

Illustrations of Training Design

Example One : Training Of NGO Activists

1. Strategic Use Of Training: To upgrade regional NGO healthcare programmes in the area of women's health.

2. Learners Selected: NGO activists working with health issues of rural women, but with limited competence. At least a year's experience of work.

3. Method Of Needs Assessment:

- (i) Pre Training Questionnaire
- (ii) Discussion (in pairs) at the outset of the programme
- (iii) Relevance of programme monitored daily by steering committee.

4. Learning Needs That Emerged:

- To know more about women's health problems – to learn first aid and treatment of symptoms
- To learn more about reproductive health
- How can we take health messages to illiterate women
- To understand how oppression by other women affects the health of women
- How can we ensure that government health care facilities reach rural women
- Reasons behind continuous ill health of poor rural women
- Causes and incidence of anaemia, leucorrhoea, dental problems, etc.
- How can they be cured
- How can we work effectively for women's health care
- To understand social causes behind women's ill health.

5.Objectives : Training Strategy Of Two Programmes

A) Initial 5 day programme with the following objectives

- I. To increase knowledge about common health problems of rural women in the region
- II. To deepen understanding of socio-economic causes affecting the health of rural women
- III. To improve skills in planning effectively for women's health care

B) Followed by a 15 day programme after 6 months with the following objectives

- I. To increase knowledge of women's common health problems and reproductive health
- II. To build skills in health data generation, preventive health care, simple first aid and herbal treatment of symptoms

2.2.6 Putting The Whole Into A Time Frame

Time Assessment

Once the objectives have been formulated on the basis of learning needs, content areas have been derived from objectives, the learning units sequenced with proper linkages, and appropriate learning training methods selected for each content area, the training design can be finalised and the entire process placed in a time frame.

A realistic calculation needs to be made of how long each topic will take to cover. Some considerations to be kept in mind while assessing time requirements are:

- The depth of the topic to be covered
- The special learning styles of this group
- The choice of method
- The limitations of the programme

Adequate time has to be left for breaks, both short and long. It is important to structure time separately for participants to:

- Go through given reading material, perhaps even discuss it with others to gain clarity
- Be adequately briefed about norms or procedures before exercises, games, field trips, practice sessions, and seek individual clarifications if needed or counselling from trainers

- Increase energy levels through short games, exercises, dances and so forth
- Be relaxed with each other and overcome shyness in the group through cultural programmes, especially at the beginning when participants are unsure and tens

Illustration 3: How the Design Can Be Put In A Time Frame

Schedule Of Training Process For Women's Cadre-Building In A Rural Area		
Day 1		
Time	Content	Methods
11.45 am to 12.10 pm	Introduction	
12.10 to 1.30 pm	Group building games: Sip – Sap; Advocator	In pairs
1.30 to 2.00 pm	Training aims and needs assessment	Exercises
2.00 to 2.30 pm	Lunch	
2.30 to 3.30 pm	Present status of women	Dialogue and chart presentation
3.30 to 4.00 pm	Identification of women's problems	
4:00 to 4:30 pm	Analysis of the existing problems	Plenary session
4.30 to 4.45 pm	Committees formation	Plenary session
4.45 to 5.00 pm	Break	
5.00 to 6.30 pm	'Women's group' strategy to overcome problems faced by women	Lecture
6.30 to 8.00 pm	Problem solving strategies	Lecture and dialogue
8.00 to 8.30 pm	Dinner	
8.30 to 8.45 pm	Organising women's group meetings	Demonstration
8:45 to 9:30 pm	Cultural programme	
Day 2		
Time	Content	Methods
8.30 to 8.45 am	Review session	Dialogue
8.45 to 9.30 am	Input session of government schemes and departments	Lecture
9.30 to 11.00 am	Sharing of activities and experiences of a women's association	Lecture and dialogue
11.00 am to 12.00 noon	Field visit	
12.30 to 1.00 pm	Lunch	
1.00 to 1.30 pm	Preventive care for mother and child	Lecture and charts
1.30 to 3.00 pm	Existing health problems among women and preventive steps	Lecture and role play
3.00 to 4.00 pm	Re-entry plan and evaluation	Individual work

Flexibility

Designs can be very detailed and explicit, accounting for every minute of the training programme, or they can be rough approximations of what area of learning will be covered every half-day or every day. While it is useful to be well organised, a very rigidly delineated 'time-table' has its disadvantages. It makes no allowance for the learner's pace, which might be quite slow in the beginning and warm up only after some time. It leaves no provision for the unexpected; some accident that may be beyond the trainer's control. When every minute is stretched to the limit, even a slightly longer break than planned could throw the whole design out of gear. Flexibility is also very necessary in participatory training so that there is space within the design to accommodate emerging learner needs and preferred learning styles, which might not have been anticipated before the training. Ongoing monitoring might even throw up the need for a total revision of the design. If we hold that a design once made is sanctified forever, we may seriously hamper the flow of learning. The trainer has to be prepared to modify the design in order to ensure that effective learning takes place.

III. Training Design Format

A Useful Format For Designing

- Context of the strategic role of this training programme situated in overall context.
- Participants:
- Main Learning Needs:
- Duration of Programme:
- Training Objectives:

Day/ approximate time	Content area	Methodology	Resource material and other preparations
			(include resource person to be contacted well in advance)

THINK TANK

Based on the layout format shown above, design a training session that would be relevant in your region/community.

SUMMARY

In conclusion, we have discussed the significance of training design in the context of participatory trainings. We have also learnt that there are several steps involved in designing training. These steps are connected to each other in a logical manner and therefore each step requires careful understanding and planning. The background and learning needs of the learners play a very important role, as they help define the objectives of the training, to select the relevant content for the training, and the choice of training method for desired impact. We have seen that the size of the learner group, their literacy levels, etc, are also important considerations to take into account when selecting the content and their sequencing.

Additional Reading

PRIA. (2007). Designing a training programme. In PRIA, Participatory training: A book of readings (pp. 47-56). New Delhi: PRIA.

Recommended For Further Reading

1. Tandon R, Srivastava O, (1982): Participatory Training for Rural Development, New Delhi, India, Society for Participatory Research in Asia (PRIA), New Delhi

References

PRIA. (2011). A Manual for participatory training methodology in development. New Delhi: PRIA.