UNIT 4  HOW TO CONDUCT AN EFFECTIVE TRAINING

Structure

4.1 Introduction
4.2 Adult Training- Participatory Learning
4.3 Six Stages in Effective Training
  4.3.1 Training Needs Assessment
  4.3.2 Training Objectives
  4.3.3 Design the Training
  4.3.4 Select Participants and Venue
  4.3.5 Carryout the Training
  4.3.6 Evaluate the Training
4.4 Let Us Sum Up
4.5 Keywords
4.6 References and Selected Readings
4.7 Check Your Progress: Possible Answers

4.1 INTRODUCTION

Dear Learner,

In the previous unit, we discussed planning and organizing a training programme in a more theoretical way. In this unit we discussed how to conduct an effective training programme by taking family poultry training programme as an example. After studying this unit, you should be able to:

• Describe how to plan and carry out an effective family poultry training programme.
• Apply the same principles to plan and organize an effective training in any other development sector.

4.2 ADULT TRAINING – PARTICIPATORY LEARNING

We train to improve skills and spread useful information among the Family Poultry Development (FPD) project stakeholders, such as project managers, family poultry keepers and business people involved with family poultry: each group has different training needs. In this unit, we mainly consider family poultry keepers, but the principles apply to all groups.

Effective training of adults requires a very participatory approach. The ‘lecture style’ of presentation has to be improved upon for best skills transfer. Much has been written on Adult Training – Participatory Learning and there is insufficient space to deal with it comprehensively here. However, we discussed extension methods for adult learning and participatory methods in MDV 105 and MDV 108. Some references with more information on participatory training are Iles (2002), Bagnol (2007), Chambers (2002) and Pretty et al (1995).
**Participatory Learning by Adults - Some Key Points**

i) *Use and build upon local knowledge:* Adults bring a lot of experience with them to training sessions and they have much to contribute (Alders et al., 2002).

ii) *Encourage active participation:* Rather than sticking to lectures or ‘Power Point’ presentations, combine this with tasks and discover solutions together that bring out the learning points. Create a safe, fun learning environment where people do not feel embarrassed by participation.

iii) *Be aware of the group’s abilities:* Illiterate participants can be trained, but avoid written words: use pictures and practical exercises and verbally repeat key messages.

Aim to formulate a training strategy for two to three years. A one-off training will never have enough long-term impact.

**Check Your Progress-1**

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the key points to be considered in participatory learning by adults

2)  
3)  
4)  
5)  
6)  

**4.3 SIX STAGES IN EFFECTIVE TRAINING**

Successful training follows careful planning and preparation. To implement training under a FPD project, we will discuss it in six sequential stages:

1) Analyse training needs,

2) Set clear training objectives,

3) Design the training (e.g. the course agenda, trainer guides, training aids and handouts),

4) Select participants and the venue,

5) Carry out the training, and

6) Evaluate the training.

**4.3.1 Training Needs Assessment**

A ‘training needs assessment’ (TNA) helps to define a target group’s learning needs. Usually project management has a view on what training may be required, based on information from preparing the project and the planned project activities.
The TNA validates this and provides detail on the needs.

### Example Topics for Family Poultry Keepers Training

- **Features of a chicken**
  - Simple anatomy,
  - Recognition of healthy and sick chickens.
- **Handling a chicken.**
- **Husbandry**
  - Housing, ventilation, cleaning, protection from predators,
  - Nutrition, diets for growing and laying birds, use of supplements.
- **Diseases**
  - Important diseases,
  - Recognising the signs of common diseases,
  - Treatment and control of ND,
  - External parasites, internal parasites.
- **Vaccination techniques**
  - Eye drop and drinking water for ND vaccines,
  - Injection,
- **Record keeping**
  - Egg production and sales,
  - Mortality,
  - Diseases: diagnosis, number of cases, treatment, treatment outcome,
  - Inventory of stock (pharmaceuticals, etc.),
  - Vaccinations performed, payment received.

Source: Alders and Spradbrow (2001)

Information for the TNA can be gathered with semi-structured interviews (where there is a checklist of information needed that will be derived in a conversational way with informants) and other participatory techniques: questionnaires are best avoided in village situations.

See Bagnol (2007) or refer MDV 105, Block 1, Units 3 and 4 for more information on participatory techniques.

A TNA has three parts (Iles, 2002):

1) **Characteristics of the participants**
   a) Level of education/literacy,
   b) Gender, age,
   c) Ethnic group/religion,
   d) Importance of poultry to livelihoods.
2) Existing knowledge and skills
   a) Disease control: awareness/use of medicines to treat poultry or use of vaccine,
   b) Housing: protection from predators, type of housing in use,
   c) Knowledge of improved breeds,
   d) Knowledge on any other subject on which training of this target group is being considered.

3) Attitudes
   a) What do they think about change to poultry production?
   b) What are their views on traditional medicine?

From the TNA a picture emerges of the existing level of skill and training needs to improve poultry keeping. Steps in improvement have been described, as shown in the Table 1.

Table 1: Steps in rural poultry production system improvement

<table>
<thead>
<tr>
<th>Production system</th>
<th>Nº of eggs/hen/year</th>
<th>Nº of year-old chickens</th>
<th>Nº of eggs for consumption and sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 0: scavenging: no regular water or feed, poor night shelter</td>
<td>20 - 30</td>
<td>2 - 3</td>
<td>0</td>
</tr>
<tr>
<td>Improved Traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1: offered water and supplementary feed, improved shelter, care in first weeks, ND vaccination</td>
<td>40 - 60</td>
<td>4 - 8</td>
<td>10 - 20</td>
</tr>
<tr>
<td>Step 2: as in step 1 plus further feeding, watering, housing; treatment for parasites, additional vaccinations</td>
<td>100</td>
<td>10 - 12</td>
<td>30 - 50</td>
</tr>
<tr>
<td>Step 3: (semi-intensive) as in step 2 with improved breeds and complete diets</td>
<td>160 - 180</td>
<td>25 - 30</td>
<td>50 - 60</td>
</tr>
</tbody>
</table>


The FP keepers’ training needs clearly depend on the existing management level operated by them and production constraints at the time of training. (see the following box for a list of topics for training that may be needed).
Technical Production Constraints and Associated Training Needs

<table>
<thead>
<tr>
<th>Constraint</th>
<th>Training topics needed for family poultry development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disease risk</td>
<td>Advice on sanitation and health; training vaccinators.</td>
</tr>
<tr>
<td>Predators</td>
<td>Advice on predator control.</td>
</tr>
<tr>
<td>Housing</td>
<td>Advice on improved poultry housing.</td>
</tr>
<tr>
<td>Feed and water</td>
<td>Advice on locally available feed ingredients and their combinations; making of feeders and drinkers; regular provision of feed and water.</td>
</tr>
<tr>
<td>Genetic potential</td>
<td>Introduction of improved indigenous (and if necessary, exotic) breeds and advice on special management.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Advice on egg handling and storage; farmer training about group management and marketing.</td>
</tr>
</tbody>
</table>

Source: Bessei, 1987

The expectation of the participants is important information to have. For the course to be successful and for the trainees to be motivated, expectations and training objectives should closely match.

Once the TNA has provided a better understanding of the training needs and the characteristics of the participants, we can define the objectives of the training.

**Activity 1:**
Visit any development department and discuss with the functionaries about constraints in development of any sector. List out 4 major constraints and identify associated training needs. Write them in the following table.

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Associated Training Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Please refer Unit 1, Block 2 for detailed discussion on various methods used in Training Needs Assessment.

**4.3.2 Training Objectives**

Following the TNA, the overall aim of the training should be written down and clear training objectives must be set, expressed in terms of what the participants will be able to do after the training.
A good training objective is ‘SMART’, that is:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic and**
- **Time-bound.**

It focuses on what the participants need to know for their work. It is expressed in terms of **what the participants will be able to do** after the training.

### Writing Training Objectives

A vague training objective like “the trainees will know about vaccination” is not very useful. A much more useful objective for this training would be:

At the end of the three-day training, participant community vaccinators will be able to:

- Describe the importance of vaccination for disease control,
- State the appropriate bird age for vaccination and the recommended intervals between doses,
- Describe how to transport and store vaccine,
- Handle birds safely with minimum stress,
- Assemble, disassemble, clean and store vaccination equipment,
- Vaccinate (x number of) birds by the eye-drop method in (y number of) days,
- State the fee to be paid for vaccination,
- Record completed vaccinations and payments using the standard form
- State who the recording form should be given to, and
- State where to obtain vaccine.

Setting training objectives is a very important part of designing training and enough time must be spent to define ‘SMART’ objectives. From clear training objectives, the training course design flows. The key learning points for each training session come naturally from the objectives and the subtopics suggest what is pure theory (e.g. age for vaccination) and what lends itself to practical training (e.g. how to vaccinate a bird).

### Activity 2

Visit any nearby training department and collect information on different training programmes and their objectives. Write the objectives of any two training programmes in line with SMART objectives as written in the above section.

**SMART Objectives for Training Programme 1**

........................................................................................................................................................................
........................................................................................................................................................................
4.3.3 Design the Training

Start from the training aim and objectives. While preparing the training material, continually refer back to the aim and objectives to make sure you are on track. Brainstorm all possible learning points that could lead to achieving the training objectives. Decide which of these are ‘need-to-know’ and which are ‘nice-to-know’. Keep the must-know ones and bear in mind that the others can be left out if time is short. Decide the ideal course length.

Split the training down into sessions, each of which should not be more than 90 minutes. Remember that people who are unused to formal education may find a full day of training too much. Be flexible with the agenda according to local practices, such as times to pray. A suggested agenda plan is shown in Table 2.
How to Conduct an Effective Training

Table 2: Outline training course agenda

<table>
<thead>
<tr>
<th>Title of the training</th>
<th>Number and type of trainees</th>
<th>Training location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training objectives</th>
<th>Session Topic / Trainer/ Time / Methods &amp; Aids</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Session 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>tea break</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>lunch</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>tea break</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Bentaya and Hoffmann, 2011

Prepare a training plan for each session. Each session must have its own clearly stated training objective. Plan an introduction to the session (state subject, summarise objectives) as well as a summary of key learning points for the close of the session, to check understanding and reinforce the points.

Decide training methods that will be used in each session. These must be a mix of talks/PowerPoint presentations and interactive, participatory events such as:

- hands-on practice,
- role play,
- brainstorms, and
- group work where groups are set a question that they discuss and provide feedback in plenary, often using flip-chart paper.

When selecting training aids, consider what practical options exist.

*Example*: If there is no reliable electricity supply, Power Point is not an option: choose flip-charts, blackboards or whiteboards instead.

How to Write Each Session Plan?

<table>
<thead>
<tr>
<th>Title of session</th>
<th>[for example, Poultry external parasites]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training objectives</td>
<td>[After the session, the participants will be able to (1) name the diseases caused by external parasites and explain how they are spread, (2) identify the signs of external parasite diseases, (3) state appropriate treatments and their cost, (4) mix and administer these treatments with minimal risk to themselves and the birds.]</td>
</tr>
<tr>
<td>Time allowed</td>
<td>[90 minutes]</td>
</tr>
</tbody>
</table>
### Training materials

- Large photos or projected images of affected birds; samples of medicine, birds for practising giving medicine; protective gloves if medicines toxic; soap and water to wash hands, handouts.

### The session

#### Introduction

- State session title and objectives and why the session is useful

#### Talk & pictures

- Discuss main diseases – signs and effects on production

#### Medicines

- Show samples of products. Tell the costs

#### Practical

- Demonstrate and talk through how to treat birds. Get each pair to practice and correct and encourage them until done correctly

#### Summary

- Check understanding of key points: (1) names of diseases (2) how they are spread, (3) signs of diseases, (4) appropriate treatments, (5) cost, (6) administration of medicines, (7) safety points.

#### Handouts

- Distribute aide-memoires showing the key points.

A session plan similar to the one above is made for each and every session and is the trainer’s guide for that session. The mix of training methods during the session is varied from session to session to keep it interesting. Chambers (2002) is full of suggestions for participatory training methods.

### Activity 3:

Visit any nearby training department and collect information on training plan for different sessions of a particular training programme. Write your observations below.

**Title of session:** .................................................................

**Training objectives (After the session, the participants will be able to):**

1) ..................................................................................................................

2) ..................................................................................................................

3) ..................................................................................................................

**Time allowed in Minutes:** ..........................................................

**Training materials:**

1) ..................................................................................................................

2) ..................................................................................................................

3) ..................................................................................................................

**Introduction**

...........................................................................................................

...........................................................................................................

...........................................................................................................
4.3.4 Select Participants and Venue

The total number of participants should enable adequate supervision by the trainer(s). It is ideal to have two trainers. For very practical training, the ideal group size is 12. For more theoretical sessions, up to 24 trainees is satisfactory. It is difficult to ensure full participation of all, if group sizes exceed these limits.

Ensure that women are involved, especially if women are the main family poultry keepers. In some cultures, it may be necessary to train women separately from men and with women trainers. Factor this into training planning.

Find out about the previous experience and knowledge of the participants beforehand. You will be able to use the knowledge of some as a resource to help train the others. This also helps avoid boredom of those who know some of the material already.

Before training begins, visit the training place(s). Consider:

1) Distractions
   - Make sure that you will not be standing in front of a window when training,
   - Try sitting in different places in the room, and check that everyone will be able to see,
   - Check where power points for any training aids like projectors are,
   - Check that electrical equipment works properly,
   - Make sure the room is quiet enough,
Fundamentals of Training

• If the climate is suitable, consider training outdoors, e.g. in the shade of a tree.

2) Space available for the activities planned
• If you plan to do any energising games, will there be space in the middle of the room, or can you do them outside?

3) Get your materials ready
• Make sure you have enough paper and pens,
• Consider handouts, flip-chart, projector, etc.

4) Consider seating alternatives.
• Try to avoid the class-room approach with the tables in lines, like at school.
• A U-shape or circle is good,
• Group can sit around tables ‘café style’.

4.3.5 Carryout the Training

Try to keep to the agenda. Make a note if some sessions took longer or less time so the agenda can be revised before doing it again. At the end of each training day, review main points covered that day. It is a good idea to appoint a participant at the start of the day who will give a summary of the day’s training the following day.

4.3.6 Evaluate the Training

Training Effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during training. Training Evaluation measures the effectiveness of training in terms of reactions, learning, behaviour and results of the training.

The demand for evaluation of training programs is rising as funders and stakeholders of FPD projects want to know: What did you do with the money? Why should we continue to fund FPD training programs? Are the training programs effective? How will you improve or terminate ineffective FPD projects? What new training programs should be implemented to meet the needs of FP keepers or address challenges of the FPD? Training evaluation is essential for answering these questions and provides empirical indicators for funding of FPD projects.

At the end of the training, distribute an evaluation form on which participants indicate what they think about:

• the course objectives and relevance,
• the content of the course,
• their opinion of the trainer(s),
• their view on the venue and catering, and
• any other comment.

The evaluation forms are analysed by the trainer(s) and the findings are used for the continuous process of improving the training content and delivery.
Case Study of Training Evaluation - Participatory Training of Community Vaccinators

**Selection:** Community vaccinators are selected in collaboration with community leaders and members after agreeing on key selection criteria. Every effort is made to ensure that men and women are equally represented among the chosen vaccinators.

**Venue:** Training is encouraged to be done as close to the vaccinators’ homes as possible as to facilitate the participation of women and enable practical work to be done in settings similar to those to be encountered by the vaccinators.

**Language:** The local language is the best choice as the language of instruction and its ideal if trainers are fluent in it. If not, trainers will achieve better results if they work with their translators in advance of the workshop to agree on the most appropriate translation of technical terms that may not be commonly used in the local language.

**Timetable:** Training is run over three days. Often the total number of hours of theoretical instruction per day will be only around four and these are broken up regularly with practical exercises. Opportunity is provided for the trainees to repeat key practical exercises three times, to anticipate and solve problems through role plays and for each of them to practice presenting the ND control flip chart to a group.

**Coordination:** Supervising extension officers and community leaders are encouraged to join the group on the third day so that they can join in the preparation of the work plan for the implementation of the first and subsequent vaccination campaigns.

**Post training support:** The performance of the vaccinators is monitored after each campaign using a sheet that is an integral part of the M&E forms. This enables supervisors to assist and commend vaccinators as appropriate as they start preparing for the next campaign. Source: Alders et al. 2002

Please refer Block 4 for detailed discussion on Training Evaluation.

**Check Your Progress-3**

**Note:** a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) What is the ideal participants number for a training programme?

....................................................................................................................................................
....................................................................................................................................................
....................................................................................................................................................
....................................................................................................................................................
....................................................................................................................................................
....................................................................................................................................................
2) Name the important aspects to be considered in selecting training venue.

3) Why to evaluate a training programme?

4) Name important components to be included in training evaluation

4.4 LET US SUM UP

A parallel investment in ‘human capital’ through training is essential for the success of any development intervention. Training is a tool available to us to direct the learning activity of the development functionaries. Planning and organizing training programmes and development of training material for a particular development project are necessary in order to extend new knowledge and skills to the development stakeholders and help them to have a successful experience of developmental interventions. Keeping this in view, in this unit we discussed practical steps in planning and organizing a training programme by taking family poultry training as an example. You can apply the same principles to train development functionaries in any other sector.

4.5 KEYWORDS

Training Needs Assessment: A ‘training needs assessment’ helps to define a target group’s learning needs and validates project management’s view on what training may be required, based on information from preparing the project and the planned project activities.
SMART Objectives: Objectives defined in terms of Specific, Measurable, Achievable, Realistic and Time-bound terms.

Training Plan: Training plan is a blueprint of each session with its title, objectives, time allowed, training material, contents to be covered – theoretical and hand-on, summary and hand-outs to be supplied.

Training Effectiveness: It is the degree to which trainees are able to learn and apply the knowledge and skills acquired during training.

Training Evaluation: Training evaluation measures the effectiveness of training in terms of reactions, learning, behaviour and results of the training.

4.6 REFERENCES AND SELECTED READINGS


Check Your Progress-1

1) The key points to be considered in participatory learning by adults are: use and build upon local knowledge of adults; encourage their active participation, and; be aware of their abilities.
Check Your Progress-2

1) A training needs assessment helps to define a target group’s learning needs. Usually project management has a view on what training may be required, based on information from preparing the project and the planned project activities. The needs assessment validates this and provides detail on the needs.

2) A good training objective is ‘SMART’, i.e.,: Specific; Measurable; Achievable; Realistic, and; Time-bound.

Check Your Progress-3

1) The total number of participants should enable adequate supervision by the trainer(s). For very practical training, the ideal group size is 12. For more theoretical sessions, up to 24 trainees is satisfactory.

2) The important aspects to be considered in selecting training venue are: distractions; logistics and space available for the activities planned, and; seating alternatives.

3) Training evaluation is required to answer the questions like: What did you do with the money? Why should donors continue to fund training programmes? Are the training programs effective? How will you improve or terminate ineffective trainings? What new training programs should be implemented to meet the needs or address challenges?

4) The important components to be included in training evaluation are: course objectives and their relevance; the content of the course, opinion of the trainer(s); views on the venue and catering etc.