
UNIT 2 THE TRAINING PROCESS

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2.1 INTRODUCTION

In Unit 1 we gained conceptual understanding about adult learning, different approaches to education, and participatory training. We also know that participatory training for social change is not a one time event but a movement to reach out to a wider society to bring about change. In order to transfer this understanding into action, it is very important to understand the process of training and role of the trainer in participatory training. As a trainer using participatory training methods and approaches, you also need to constantly develop an understanding of the forces which influence the society such as the socio-cultural, economical and political factors influencing its members. In this Unit we will help you to work towards a thorough understanding of participatory training methods. We will, of course, give you more details in Block 4 of this course.

Objectives

After studying this Unit, you will be able to:

- give an overview of the training process;

- differentiate between traditional and participatory training;
- describe the steps in training;
- discuss the role of the trainer; and
- list the strengths and limitations of participatory training.

2.2 THE TRAINING PROCESS: AN OVERVIEW

Participatory training involves a series of training processes which take place in a cyclic manner. Prior to going into the details of these processes, let us briefly understand this cyclic model of the training process.

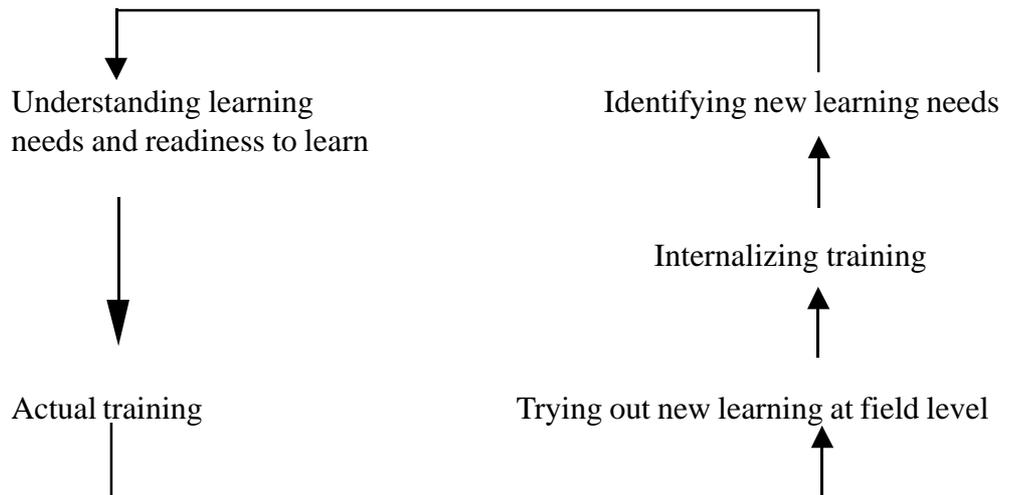


Figure 2.1: Cyclic model of training process

As shown in Figure 2.1, initially participants express their learning needs and readiness to learn, which helps to formulate a realistic training programme. The participants then go through an actual training event. After the training event, when participants go back to their own field work they try out their new learning and insights gained. During this period new learning and insight in the context of reality gets reinforced and internalized, which ultimately becomes a part of their life. At this stage the process of transformation begins. These new insights are shared with many more individuals that ultimately leads to social change. In this process the participants will come across new expectations of learning and thus the cycle of learning continues.

2.3 TRADITIONAL VERSUS PARTICIPATORY TRAINING

In order to further strengthen our understanding of participatory training, it is important to view it in the context of traditional training. Traditionally, training has been used only as a transfer of expertise from trainer to learner, where the trainer is in control of all training processes. It starts from deciding the need of the learners and ends at the expected output of the training. As the concept of participatory training evolved, it started questioning the assumptions of traditional training. The following Table 2.1 gives the comparison between the assumptions of the two approaches.

Table 2.1: Assumptions of Traditional Training and Participatory Training

Traditional Training	Participatory Training
1. Learning is seen as an end product.	Learning is seen as a process.
2. The trainer seems to possess all essential knowledge, which he/she passes on to the learners.	Trainer and learner both contribute their knowledge to jointly learn.
3. Participants are passive learners and visualized as empty vessels to be filled with knowledge.	Participants are active learners and contribute to learning at all stages.
4. Based on the assumption that knowledge and training are value neutral.	Based on the reality that any educational process cannot be value-free.

In order to practice participatory training effectively, the trainer plays a major role. Since you all are going to become trainers you must understand and internalize your role. You must practice your role as a trainer and gradually develop proficiency. Have you ever learned riding a bicycle by reading books? You must have fallen down several times, even hurt yourself before you learnt it completely. Similarly you have to practice your role as a trainer extensively without frustration. Now let us look at the steps involved in training.

2.4 STEPS IN TRAINING

In this section we will discuss the details of various steps you will follow for effective implementation of the training programme. We will follow the framework of before, during and after training to discuss various steps involved in training (Table 2.2).

Table 2.2: Steps Before, During and After Training

Before Training	During Training	After Training
<ul style="list-style-type: none"> • Identifying the problem (topic/theme) and describing the participants • Understanding the learning needs of the participants • Setting broad aims and specific objectives of the training programme • Listing the topics to be included in training • Sequencing the topics and deciding the training methods • Preparing for training 	<ul style="list-style-type: none"> • Conducting training sessions and performing related management and administrative tasks 	<ul style="list-style-type: none"> • Report writing • Follow up

Now let us study the steps in detail.

2.4.1 Identifying the Topic/Theme and Describing the Participants

Before training you need to analyze the global, national and state concerns of your discipline. If you are working in the area of health, you need to be aware that women and children are the most disadvantaged and affected groups. Maternal mortality and morbidity of our country is very high as compared to many developed countries. As a health trainer, your focus of training needs to be on the health of women. Among this group you need to be aware of the specific problems of the members. Your training needs to be focused. If you are a gender trainer, you need to realize the history of patriarchy and its effects on Indian men and women, not just issues like immunization or effects of a new drug. We may be more concerned with issues such as:

- What health problems do women face?
- How much access do women have to health care facilities?
- Are women who become sick given priority in the family?

Once you have located the main problem, the next step is: Whom to train so that the problem is solved? Remember to try and combat problems at several levels. You cannot work only at one level. You have to identify various levels and different stakeholders that you need to influence and therefore organize training for all different levels. Let us share our experience.

Health Problem: Anaemia among Adolescent Girls in rural areas

Whom to Train:

- Policy level Government Officials, e.g., District Health Officer, District Development Officer, Block Development Officer, etc., and head of the local NGOs, need to be sensitized about the problem so that appropriate steps can be taken to prevent it or reduce its prevalence.
- Medical Doctors and para-medical teams of government hospitals, private sector and local NGOs need to be trained about low cost preventive and treatment aspects of anaemia and gender biases in giving food and supplements to young girls.
- Panchayat members need to be trained on preventive aspects of anaemia, as they are key people to provide a focus to such a campaign in their area.
- Parents need to be specifically trained on how to prevent anaemia by providing foods rich in the nutrient iron and nutritious food to young girls. (Lack of iron in food causes anaemia).
- The teachers of the government and private schools need to be trained on prevention as well as on what needs to be done when adolescent girls have anaemia. They have contact with parents as well as children. Hence, they can play a major role as educators at the village level.
- Lastly at each village there is a great respect for *vaid*s (rural doctors specializing in traditional medicine) at village level. They can be trained in prevention and promote their local healthy traditional healing.

As a trainer, ideally you have to organize training programmes for all these levels, which may not be practically possible in terms of limited time and resources. You can use various strategies to address this concern. For example, you may collaborate with various other agencies working on this aspect. You may take responsibility of training in certain aspects which you feel comfortable with and let other organizations take a lead in other levels of training. As a gender trainer you would focus on how the adolescent girl gets less food and less food of good nutritive value. Your training would also focus on the need to combat gender biases in distribution of food within families.

2.4.2 Understanding Learning Needs of the Participants

Once you have decided on the group for whom you are conducting training, the next most important step is to identify the learning needs of this group. How will you collect the information or understand their learning needs? There are different ways. The simplest may be to send a questionnaire to all the participants prior to planning of the training. This, however, may not suffice as it may not give you an idea of the setting. It is also time consuming. Secondly, you can visit the members of the group personally and interview them. You can also do a combination of both these methods. You can send questionnaires to all the participants and visit selected persons and/or organizations. This will give you information and also a broad overview of the field situation as well as profile of the participants. If you have conducted similar training in the past, you may refer to past training reports to enrich your database on learning needs of the participants.

It is very important that you get this information before time. Start the process of developing the questionnaire long before the date of training. Also your travel plans should be ready if you have decided to visit some of your participants. Delay in this step will delay all the other steps. This is a time consuming step and we have observed that many trainers try to avoid this step. Unless this step is completed, the training programme would emphasize the trainers' need and not participants' needs. This is the first place you can slip into the traditional mode of training. *So be cautious and plan well in advance.*

2.4.3 Setting Broad Aims and Specific Objectives

You are now entering into designing of training. It depends on firstly who you choose as your target group and secondly on the learning needs identified from the participants. Carefully go through the needs expressed by the participants. Tabulate them to assess the frequency and on that basis select the specific and most often expressed needs. Once you are through screening of the learning needs, work out a broad aim. For example, in continuation of the example of training programmes for prevention of anaemia in adolescent girls, the main aim may be:

To decrease ill health among adolescent girls occurring due to anaemia through effective prevention and treatment and to combat the gender biases in distribution of food to adolescent girls within families.

Keeping the learning needs in view, now work on specific objectives. Be sure that in one training programme there are no more than three to four specific objectives. If you try to keep more objectives in training, it is very difficult to

fulfill them. The specific objectives for medical and para-medical field staff may be to:

- develop holistic understanding of the problem and root cause of anaemia in their region.
- enhance knowledge and skills of prevention and treatment of anaemia, keeping the rural situation and present health care system in view; and
- develop health communication skills to generate positive, gender-sensitive attitudinal changes.

2.4.4 Listing the Topics to be Included in the Training

Once the objectives are finalized, list the topics which need to be included in the training to fulfill objectives. In continuation of the example, the following would be the topics.

- General situation of anaemia in the country or region from a socio-cultural, economical and political perspective.
- Gender biases in intra-family food distribution and its impact on health of adolescent girls.
- Review of different preventive and curative measures implemented at Government as well as NGO level, their strengths and limitations.
- Key messages for prevention of anaemia.
- Provision of supplements such as iron tablets.
- Principles of health communication and
- Imparting messages on prevention of anaemia and avoiding gender biases in food distribution.

2.4.5 Sequencing of the Topics and Deciding the Training Methods

Training can only be effective if the topics are sequenced properly and the correct method(s) is/are chosen for conducting sessions on the topic. For example, before sensitizing the participants on the problem of anaemia among women, you cannot teach them the importance of iron tablets. Similarly, to enhance communication skills to impart preventive health messages one has to allow practice sessions in real life situations or a simulated situation. You cannot have only a lecture session.

We will be discussing about various training methods in the coming Units to develop more clarity on this aspect.

2.4.6 Preparing for Training

Use this check list to ensure complete preparation before training.

Related to training

- Collection of necessary training material like audio visual equipments, charts, pens, black board, learning material to be distributed among participants, etc.

- Collection of reference material which you may need to read during training or may like to suggest to participants for reading it.
- If resource persons/experts are to be invited, send them detailed information on training, time and venue of their sessions.
- Development of role clarity among the trainer team and monitoring and coordinating the roles of each other.
- Micro-planning and preparation for your own training session.

Related to hospitality, administration and accounts

- Lodging, boarding and training venue arrangements for participants;
- Drawing of necessary advance of money keeping the need of finance in view during training.

2.4.7 Conducting Training Sessions

Prior to conducting any session of training, share information on learning needs collated and the objectives derived from it. This will make participants comfortable about what you have done with the information collected from them. Also you will be able to reconfirm the learning needs.

After this, start the training sessions as planned in your training design. While conducting the training session, please keep the principles of adult learning in view. Some of the points to remember include:

- Reach the training venue before the participants and ensure whether all the necessary material has reached or not.
- Start the session by welcoming them to create a friendly learning environment.
- Always try to understand the existing knowledge of participants on the topic you are going to discuss. Then build up new knowledge on it.
- Keep eye contact with everyone.
- Speak loud enough so that everyone can listen to you.
- One of your trainer team members should sit along with participants to facilitate the learning process. If she/he feels that the participants are not receiving the message clearly, she/he can stop you for further clarification.
- Avoid monotony through use of different training/learning methods.
- Encourage the participants to share their experiences on the topic.
- Ask questions in between to try to assess whether every one is understanding what you are communicating to them or not.
- Ensure that another trainer/ team member is continuously recording the learning processes.
- At the end, let the learners evaluate your training session in terms of information included, training method used, time allocated for that particular session and your own performance as a trainer. This will help you to improve your skill. You can use a questionnaire for this which can be given to the learners soon after your session.

2.4.8 Evaluating the Learning Process and Trainer

This is a very important component of any training. However, we have experienced that usually trainers try to avoid it as they feel threatened by it. There are many different ways to evaluate your own training. The process of evaluation needs to be integrated in the training. Some of the evaluation methods used by us and other trainers include:

- Reports from individual co-trainers;
- Feedback from participants;
- Feedback from resource persons; and
- Feedback from observers.

One of the good ways to evaluate the training sessions continuously is to appoint or form a steering committee of participants who volunteer.

Steering Committee

Everyday, ask three or four participant volunteers to join the steering committee. This committee at the end of one day could discuss the training processes which took place during the day. The participants will share information on behalf of the rest of the participants. They will focus on strengths and limitations of training. The trainer will share the next day's training details and take their suggestions. This information will be shared in a plenary the next day. Through this exercise the trainer everyday could receive guidance on planning of their sessions on the following days.

If the training programme is of longer duration, mid-term evaluation is necessary to assess the learning among the participants. This will give enough feedback on how far the training has reached. This can be done by discussing it in a large group or small group.

At the end, the trainer needs to evaluate the whole training with reference to the training objectives. Ask the participants to develop their action plan to be supplemented in the areas they came from. This will help you to evaluate the training and participants can go back with a concrete plan of action. Later, when participants put their plans into action you can have the follow-up phase and know exactly how well you have trained them.

2.4.9 Report Writing and Follow Up

Whatever has happened during the training programme is written down and a report is prepared. The quality of report writing depends on the information noted down during training. The report needs to be a balance of content and learning processes. It needs to start from the objectives of the training and ends at evaluation results. It is good to get this report ready before the training programme is over because then it can be circulated among the participants and their suggestions taken before the training programme is over. These suggestions can then be taken and incorporated in the report.

The report needs to be written in the language the training was conducted. If the training is conducted in Kannada language, the report should be in Kannada. If you want to share your experience with other NGOs or Government you may write another brief report in Hindi or English language. This solely depends on the person/ agencies with whom you want to share information.

The language used in the report should be easy to understand and experiences should be narrated or experiences shared during the sessions. Keep a list of participants along with the report. This facilitates the communication among participants even after the training.

Follow up of any training is very important. It can be performed by maintaining constant communication with the participants about what they are doing with their learning and if they are facing any difficulties. This information will help you to plan your next training more effectively. Keep the action plan developed by the participants in mind when you conduct the follow up.

Check Your Progress Exercise 1

1) List the various steps in training. Why is it important to follow up after training?

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2.5 ROLE OF TRAINER

A good trainer must possess two essential pre-requisites:

- Basic knowledge of the subject in which training is to be imparted.
- Suitable values and behaviour for the trainers to be able to relate with the trainer.

Now let us discuss the specific role played by trainers. Any training process can be divided into three stages: before, during and after training. The trainer has to play a role during all these stages. These roles are multiple in nature. We will discuss the details on how to carry out these roles when we will discuss steps involved in training. The general overview of the role of the trainer is given in Table 2.3.

Table 2.3 : Role of the Trainer

Before Training	During Training	After Training
Researcher	Facilitator	Reporter
Planner	Organizer	Guide
Designer	Coordinator	Motivator
Coordinator	Monitor	Evaluator
Organizer	Friend	Administrator
Administrator	Evaluator	Accountant
Accountant	Recorder	
	Instructor	
	Administrator	
	Accountant	

Now let us discuss these roles further.

2.5.1 Before Training

Try to visualize yourself as a trainer. Prior to training, your main task is to collect and understand the learning needs of the participants. Based on these you can derive the objectives of the training, develop a training design and make necessary administrative, academic and financial preparations. In order to carry out this task you have to play the role of a researcher, planner, designer, organizer, accountant and administrator of the training programme.

2.5.2 During Training

During training, your main responsibility is to take the learning process ahead. This is a difficult task as it can be influenced by many factors. In order to ensure effective learning you have to play various roles of which the role of a facilitator is the foremost. As a facilitator during the training, you have to ensure everyone's participation and also facilitate the learning process in such a way that it does not get hindered. Along with it you have to monitor the learning of the participants and therefore you play the role of a monitor. Many times, all the participants may not learn at the time of training. In such a situation you have to guide them for further reading or take an informal session even after the training and therefore you become a guide. If the participants want to share their feelings and their problems, you have to play the role of a friend or even a counsellor.

During the training, you need to coordinate with other trainer team members, administration and finance departments. For performing tasks you wear the hat of a coordinator. As you are aware, during training you have to organize various activities like group discussions, role play, simulation, lecture workshops, field trips, etc. For this task you perform the role of an organizer. You also have to continuously evaluate the training programme, and make sure that everything is leading towards the objectives and thus you play the role of an evaluator. During the training, various learning processes take place which you have to record and thus you become a recorder.

In order to look after the administrative aspects like lodging and boarding of participants, cleanliness of the room, availability of chart papers, markers, audiovisual equipments, etc., you again wear the hat of an administrator. When you budget for all these arrangements and make timely payment, you play the role of accountant. The trainer also gives various instructions and thus plays the role of an instructor.

2.5.3 After Training

The role of the trainer continues even after the training event. Not only do you have to settle the accounts but also write a report. This helps in documenting the learning process that took place during the training. You can utilize this to refine or improve your next training programme. As a trainer you have to follow up the learning process of participants at the field level when they are going to apply their learning in practice. Thus even after the training process you continue your roles as accountant, administrator, reporter, monitor, supervisor, evaluator and guide.

As a trainer, therefore, you have to take on multiple roles. You also need different skills to perform these roles effectively. If you neglect any of these roles it will have an effect on the learning process. We would like to share our long experience of more than a decade. We feel strongly that to carry out these roles effectively, you should seek help from others and work as a team rather than organizing the training single handed. While choosing partners, it is very important that you all are like minded and have a good understanding and tuning among each other. As part of the training team, the roles can be distributed.

We also have observed that many times to cope with multiple roles some organizations invite outside resource persons. Relying too much on outside resource persons makes you become just an organizer. You cannot contribute your experiences in training. Try to minimize the involvement of outside resource persons. This will necessitate your taking major responsibility of training. From our experience we can say that it is not easy but at the same time it is advisable. You also need to be ready to learn through constant practice. You may fail, but you have to continue trying and you will succeed in future.

Before ending this discussion we may bring into focus two pre-requisites of the trainer which are necessary. One, he or she must have thorough knowledge of the subject and second, his or her behaviour must reflect his or her values that promote a participatory approach.

Check Your Progress Exercise 2

1) Name the two main pre-requisites for a trainer.

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2) Write different roles of a trainer before the beginning of the training and during the training.

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3) What are the roles of a trainer after training?

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2.6 STRENGTHS AND LIMITATIONS OF PARTICIPATORY TRAINING

Many trainers are practicing the participatory approach for training. From their experiences they have shared strengths and limitations of this training,

which you need to know as a future trainer using the participatory approach or as a trainer already working in the field.

Strengths

- 1) Participatory training involves contributions from the learners to the learning process and creates a collective learning experience.
- 2) It helps the learners to systematically analyze problems and motivates them to collectively find the solution and act on it.

Let us look once again into our example of a training programme on anaemia. The trainers know that the root cause for anaemia is lack of consumption of iron-rich foods at the village level. During the training they got an opportunity to analyze and discuss problems among themselves by sharing each others' experiences from socio-cultural, economical and political standpoints. The output was as follows:

Social-Cultural and Economical Aspects: At the village level the problem of limited food consumption affected the socially backward community the most. Therefore, it was important to review the quantum of food the adolescent girls received in relation to the others in the family in that area. At the family level, the food is managed by women and therefore it was important to take their views regarding the amounts of food they should receive. The trainers also realized the complexity of the problem and the involvement of economics to solve it. They, therefore, had to review how much funds were available with the local office (Panchayat) and how much they themselves could continue to provide in order to reach a solution of say distributing iron tablets to anaemic girls who came from poor families.

Political aspects

While discussing and sharing information, trainees also found that the problem of anaemia was existing due to political reasons. The Panchayat was collecting the revenue but was not providing facilities for a local health centre. Even the decision regarding the place for growing iron-rich foods was taken incorrectly. The village head (Sarpanch) had wanted to keep the main centre next to his house and this was incorrect if the poor women and girls had to be reached. They were staying in another part of the village.

After getting information on all these three aspects during the training, the complexity of the problem was better understood. The trainees now were able to analyze and assess which aspect dominated. All this information gave the participants a better vision to address the problem because now they had got sensitized and developed a holistic perspective of the problem and were not viewing it only from one single perspective.

Thus, through sharing experiences, doubts and beliefs, new learning is generated and new concepts, vision and direction are achieved.

Sharing experiences, values and beliefs also helps in finding a feasible solution to the problem. Remember the points about limited health care facilities in a village especially for women and adolescent girls.

To take another example, NGOs have initiated a self-help group for women. Women were already equipped with knowledge of their own body, minor

ailments and they were even clinically examining their own gynaecological problems and treating these through available herbal remedies. Being part of a self help group helped them discuss their health problems, and take action to prevent and cure them.

Limitations

It is extremely important to know the limitations of participatory training. As a trainer, you will also experience them. If you are familiar with these it would give you strength and motivation to overcome them.

Some of the limitations are as follows:

- 1) Since you try to involve the participants at all the stages, it is very time consuming.
- 2) It can cause frustrations among the participants. While analyzing the situation they come to know the reality for which they may not have an easy solution.
- 3) Participatory training emphasizes on ensuring learning by each person present in the group – the fast and slow learners. Learners can frustrate each other. Fast learners may get impatient if the pace is set by the slow learners. If the pace is faster, slow learners may not understand.

In the next Unit, we will discuss more about the training situation.

Check Your Progress Exercise 3

- 1) List the strengths and limitations of participatory training.

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2.7 CASE STUDIES

Here is a case study involving one model of training including various processes of training and covering all the stages of training starting from identification of the problem to evaluation of the training programme.

Health Problems among Rural Women

Whom to Train:

- 1) Policy level of government officials like state level Nutrition Officer, District Health Officer, District Development Officer, Taluka Development Officer, etc., and head of the local NGOs, need to be sensitized about the problem from a holistic perspective so that they can jointly take appropriate steps to prevent the problem.
- 2) Doctors and para medical team of government hospitals, private sector and local NGOs need to be trained on medical, socio-cultural and political factors affecting nutritional status of women and preventive and treatment aspects.

- 3) Women and other Panchayat members need to be trained on agricultural aspects so as to motivate them to promote the nutritious traditional crop rather than a cash crop.
- 4) Men and women of the community need to be specifically trained on gender aspects so as to bring equality in sharing of food resources and work at household level.
- 5) The teachers of the government and private schools need to be trained on gender biases in distribution of food at the family level. This will help them to include it in school curriculum and they can play a major role to educate the new generation on gender equality.
- 6) Lastly in each village there is a local healer and traditional birth attendants (dais) who are respected at village level. They can be trained in prevention and promote their local healthy traditional food practices during various stages of a woman's life.

Let us understand the details of other training processes by taking an example of a training paramedical team.

Training for a paramedical team to prevent undernutrition among rural women.

Let us assume that the learning needs are already collected.

Broad Aim

To increase awareness about problems of undernutrition and related morbidity among women and gender differentials in intake of food.

Specific Objectives

- To develop holistic understanding about the problem and root cause of undernutrition among women in the country.
- To develop an understanding of why food is distributed unequally to men and women.
- To enhance knowledge and skills about prevention and treatment of undernutrition keeping the rural situation and present health care system in view.
- To develop health communication skills to promote positive attitudinal changes in giving women equal access to enough food of good quality.

Topics in Sequence

- General scenario of problem of undernutrition among women from socio-cultural, economic and political perspective.
- Distribution of food between women and men in the household.
- Review different preventive and curative measures implemented by government as well as NGOs for their strengths and limitations.
- Review of principles of health communication.
- Develop health education messages to be imparted at community level for different groups of people emphasizing gender-sensitive messages.

- Field trip to impart health messages among the village community to prevent undernutrition.

Now can you list the steps that should be followed in this training programme?

Evaluation Processes

You can evaluate the learning of the participants by using the following checklist:

- Do the health messages developed take care of socio-cultural and economic aspects of undernutrition among women?
- Do participants convey and convince the community on the messages imparted?
- Has the community developed some action plan to bring change at village level?

The training can also be evaluated for time allocated, teaching methods and trainer's role etc., from participants using a questionnaire.

2.8 LET US SUM UP

The main points that emerge from this Unit include:

- In the cyclic model of training the following steps take place in a sequence: identifying new learning needs; understanding learning needs and readiness to learn; actual training; try out new learning at field level; internalize training to again identify new learning needs.
- Participatory training questions the assumptions of traditional training. Participatory training fosters active learning on the part of the learner and requires facilitation by the trainer of the learning process.
- The steps in training include:
 - Identifying the Topic/Theme and Describing the Participants
 - Understanding Participants Learning Needs
 - Setting Broad Aims and Specific Objectives
 - Listing the Topics to be Included in the Training
 - Sequencing of the Topics and Deciding the Training Methods
 - Preparing for Training
 - Conducting Training Sessions
 - Evaluating Learning Process and Trainer
 - Report Writing and Follow up
- The role of the trainer was described before training, during training and after training. The trainer combines multiple roles. Of most importance is the role as facilitator. Training becomes a joint process of learning both for trainer and trainee. The trainer enables the trainee to learn effectively. At each stage the trainer is to play a facilitatory role. The trainer must encourage, support and further the process of learning and must enable learners to meet their learning needs.

- Team work with good training partners is very important.
- The strength of participatory training is that it creates a collective learning experience and promotes collective action. Its limitation is that it is time consuming and can create expectations which are difficult to fulfill.

2.9 GLOSSARY

Cyclic model	: A model of a process which has a cyclical nature beginning from one task and following through with a sequence which reaches the same step or task again.
Feedback	: The process of getting information back from the learners to the trainers. This gives an idea of how the learners have responded to the training, how they felt about its various components and about the resource persons. The feedback process lays the ground for further improvements in the training process.
Monotony	: Repetition of same types of activities causing loss of interest or motivation.
Participants	: Trainees participating in training programmes.
Role play	: Individual trainees act out a particular role e.g. role of a woman being harassed for dowry.
Simulation	: Creating a situation very similar to real life.

2.10 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

Steps Involved in Participatory Training

- Identifying the Problem and the Participants
- Understanding Participants Learning Needs
- Setting Broad Aims and Specific Objectives
- Sequencing of the Topics and Deciding the details of Training
- Choosing the Methods
- Preparation for Training
- Conducting Training Sessions
- Evaluating the Learning Process and the Trainer
- Writing Report and Follow up

Need for follow up

Participatory training is learner centered and it emphasizes involvement of the learner at every stage of training. The steps of this training try to ensure it.

Therefore it is necessary to follow them up after training to enable the learners to have the support they need to put into practice the knowledge they have gained.

Check Your Progress Exercise 2

1) *Pre- requisites of trainer*

Subject knowledge

Values of equality that promote a participatory approach

2) *Roles of Trainer*

Before Training	During Training
Researcher	Facilitator
Planner	Organizer
Designer	Coordinator
Coordinator	Monitor
Organizer	Friend
Administrator	Evaluator
Accountant	Recorder
	Instructor
	Administrator
	Accountant

3) *Roles After Training*

Reporter

Guide

Motivator

Evaluator

Administrator

Accountant

Check Your Progress Exercise 3

1) Strengths: Collective learning experience; aids diplomatic analysis and collective problem solving

Limitations: Time consuming, frustration of knowing reality without means of easy solution to problems, difficulty in keeping pace with both fast and slow learners-both may lose interest.