UNIT 9 PARTICIPATORY TRAINING: CONCEPT AND PROCESS

Structure

9.0 INTRODUCTION

This Unit will familiarize you with the concepts and issues of participatory training. In Section 9.2 we critically assess the conventional training programmes and discuss the principles underlying adult learning and participatory training. This section will end with a consideration of spheres of influence during interaction inside training rooms. Section 9.3 deals with steps in participatory training.

9.1 OBJECTIVES

After completing this Unit it is expected that you would be able to:

- Discuss principles of participatory training in the context of adult learning; and

- Describe the various steps in pre and post phases of participatory training.

9.2 UNDERSTANDING PARTICIPATORY TRAINING

Training is a learning process, which involves learning of new skills, concepts and behaviour, amongst other things.

9.2.1 Conventional Training

The conventional training adopts a trainer centric approach where trainer becomes a central point around which the entire process revolves, while learners adopt a passive role. Figure 9.1 shows the conventional method of training.
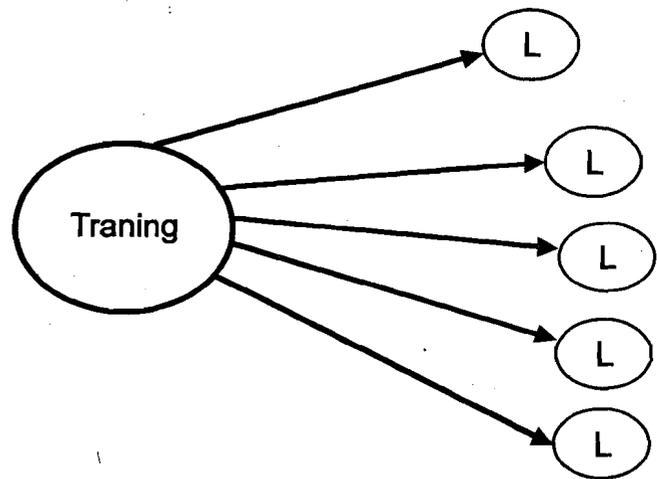
Figure 9.1: The Didactic Trainer → Learner Method

Source: www.rhrc.org/resources/general_fieldtools/toolkit/

In the conventional training:

- Relationship between the trainer and the learners is in the mode of teacher and students relationship.

- The trainer and the training institution have the responsibility of training.

- The trainer defines what the learners need to learn and how these learning needs can be met.

- Learners learn what the trainer teaches; have little knowledge about the topic and have no experience to share. Learning is simply a function of the capacity of the learners to learn and the ability of the trainer to teach.

- The trainer is considered important because she/he is assumed to be knowledgeable.

When we view this method from adult learners' vantage point we find that this method is not an effective training model. It disregards learners' knowledge and experience. Adults generally learn better and remember what they learned when they:

- Hear information,

- See demonstrations and illustrations,

- Discuss information and ideas, and

- Practice techniques.

Participatory training deals with adults and as such, has its theoretical base in the principles of active learning and adult learning.

9.2.2 Principles of Adult Learning

Adult learning takes place on the basis of certain principles which are as follows.

- Adults come to the learning situation with a well-defined perception about one's self. Low self-concept blocks new learning. Low self-concept may have been due to their perception of their past experiences of marginalisation. Building their self-concept can facilitate their learning.

- Adult learning is an emotional experience. The act of learning creates anxiety, stress, fear, frustrations or helplessness. This needs to be understood and handled with sensitivity.

- Adults usually come with an intention to learn. If this motivation is not supported they will withdraw. Learning improves when self-directedness is encouraged, when they identify what they need to learn and do. Therefore, the learning content needs to be derived from their needs, and methods must be based on mutual respect between the learner and the trainer.

- Adults are voluntary learners. They enter learning programmes to seek solutions to their immediate and personal needs and to accomplish things to improve their lives and to gain control over their lives. The here and now feeling must be respected and recognised to keep them motivated to learn. The solutions to their problems must come from their understanding and analysis and must be congruent with their life style and functioning.

- Adults learn best in an atmosphere of active involvement and participation. Learning is an active process conducted in an atmosphere of openness and encouragement. It is not just taking part in a pre-set programme; instead the learners participate at every stage from planning the agenda, choosing methods to self-evaluation.

- Adult education helps groups to organise, stay together and grow. People develop their creativity and insights when working with others to identify and solve problems. Collectively they recognize their knowledge, skills, interests and ability to act.

- Success reinforces learning. When people succeed in their activity, their satisfaction motivates them to get more involved. It is often best to begin with a small and immediate problem. Successful solutions of the problems will empower them to face problems and expand their vision of the future.

- Participation is difficult when there are financial, physical, or socio-political constraints. Learning takes place when learners are not under stress; when learning environment is safe and supportive.

- Different adults learn differently. This necessitates use of diverse sets of learning methods to enable the learner and the learning process.

The adult learning model applies the adult education principles to participatory training programmes. Learners actively participate when the principles and practices of adult education form the basis of the training programme. They learn quickly and retain new knowledge and skills. The implications of adult education principles for training can be summed up as follows:

Implications of Adult Education Principles

Adult Education Principles	Implications for the training plan
Adults learn best when they perceive learning as relevant to their needs.	• Provide "real life" situations and emphasize the application of learning to real problems. • Identify learners' needs and what is important to them.
Adults learn by doing and by being actively involved in the learning process.	• Provide activities, which require active participation of learners. • Provide activities which involve the learners as whole people: their ideas, attitudes, feelings, physical being.
Adults have unique learning styles. They learn in different ways, at different rates, and from different experiences.	• Use a variety of training techniques. • Establish an atmosphere of respect and understanding of differences.
Participants bring relevant and important knowledge and experiences to the workshop.	• Provide opportunities for sharing information. • Discuss and analyze participants' experiences. • Use participants as a resource and encourage them to participate and share their experiences.

Source: www.rhrc.org/resources/general_fieldtools/toolkit/.

9.2.3 Principles of Participatory Training

The salient features of participatory training principles are as follows.

• Participatory training is participant centered. The training rises out of specific needs of participants as articulated by them.

• The learning not only imparts new knowledge but also generates awareness and builds skills.

• Learning is derived from the experiences of the learners. Experiential learning is crucial to participatory training.

• Participatory training requires a learning environment where learners and their experiences are valued and they feel psychologically secure and safe to unlearn, try their new ideas and share their experiences.

• Participation of learners in the entire training process is valued. Consequently they develop their own norms, values and take responsibility for their own learning.

• The role of trainer is very crucial. The trainer believes not only in the participatory principles, but demonstrates it as a way of life.
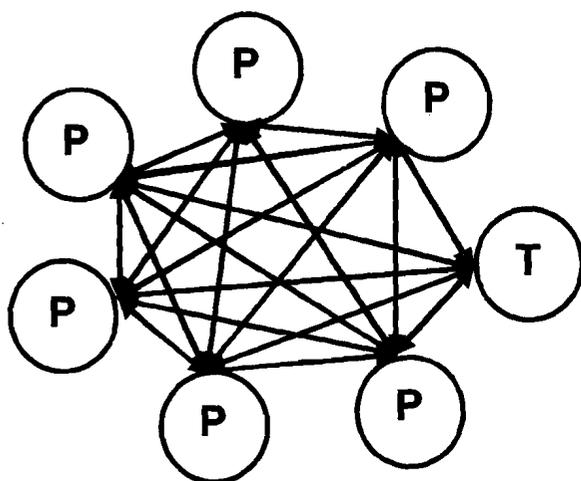
Figure 9.2: Active Learning Method of Participatory Training

Source: www.rhrc.org/resources/general_fieldtools/toolkit/.

Roles and Functions of the Trainer and the Learners in Participatory Training: Given below is a gist of the roles and functions of both the trainer and the learners in participatory training.

The Trainer	The Participants
• Is a facilitator	• Are members of a communication network
• Is a good communicator	• Feel at ease
• Works at the same level as the participants	• Participate actively
• Respects participants' ideas and experiences	• Share experiences
• Is supportive of the learning process	• Ask questions, make mistakes, and take risks as part of the training process
• Is an organiser of learning experiences	• Use the trainer as a resource, guide and mentor

Source: www.rhrc.org/resources/general_fieldtools/toolkit/.

9.2.4 Spheres of Influence

The training programme design is perhaps the most difficult task as factors outside the training sphere influence the interaction inside the training room. Interactions within training are influenced, enhanced or impeded by the wider spheres where training policies are formulated and decisions are made. For instance, the trainer who follows a bottom-up problem oriented conscientisation processes might face problems if operating in a highly centralised political framework. Figure 9.3 helps us to understand the ways in which interactions within a training room are influenced by the wider spheres outside the training room. An initiative in any one of these circles can cause ripples in both directions. When resources are scarce, institutional attitudes are rigid and directive; designing a participatory training programme can be full of constraints.

As someone involved in training programme you might be situated in any one or more of these circles:

- You might be a member of staff of an institution engaged to provide training.

- You might be an official of a govt department charged with the responsibility of planning training programmes.

- You may be an advisor working for an international agency with responsibility for collaborating with implementing organizations in planning and implementing training.

Figure 9.3: Influences of Wider Spheres on the Interaction inside the Training Room

Source: United Nations Centre for Human Settlements (Habitat), 1988: 27.

The preliminary identification of spheres and roles makes distinctions between levels of decision-making, when we consider the variety of steps in programme design.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) State salient principles of participatory training

....

....

....

....

....

....

....

....

9.3 STEPS IN PARTICIPATORY TRAINING PROCESS

Participatory training process emphasises a systematic and comprehensive effort to design, conduct and evaluate a training programme. It comprises a series of steps in three distinct phases. The pre-training phase focuses on designing of the training programme. During the training phase, focus is on group facilitation, debriefing and consolidation, and creating a conducive learning environment. The post-training phase includes such steps as evaluation, follow-up and report writing. We will here first discuss the spheres of influence and then go on to pre-training, during training and post-training phases of the participatory training process.

9.3.1 Pre-Training Phase: Designing Training

This is the most critical and most creative component of the training programme. It comprises the following steps.

a) Conducting learning/training needs assessment. What do participants want and need? What does the organisation want and need?

b) Formulating objectives based on organisational and personal needs.

c) Identifying content from the objectives.

d) Sequencing the content. How to start a programme and end it? How to sequence the various content to develop the pace for learning?

e) Choosing the methods.

a) **Conducting Training Needs Assessment:** What is meant by training needs assessment? A training needs assessment is the process of identifying the requirements in a given situation, in this case, what the trainees in the workshop need to learn. If we are engaged in a programme of basic education and we want to promote a deeper commitment on this issue in the village education committee, then the members of the village education committee become the learners.

Why training needs assessment is vital?

• To develop long and short range plans of action.

• To help set priorities.

• To develop support and stimulate action.

• To design a workshop that will provide the participants with the knowledge, skills, and attitudes needed in their jobs.

• How is one to assess training needs?

• Identify the information needed.

• Identify the sources of information.

Broadly, there are three *sources* for identifying training needs of a particular group. Although they are independent sources for gathering information, you must consider them as complementary to one another in order to prepare a consolidated list of training needs. The three sources are:

- Job descriptions of the job or task that learners perform give 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 a whole. Make sure that the job description is complete and accurate (Add or revise tasks as needed).

- 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. Some time these reports may also have future learning need assessment.

Result of need assessment

- A needs assessment identifies the gap between the present situation and the desired situation.

- You can examine both present and desired behaviour, knowledge, skills and attitudes.

- You can collect data, which will be useful during the evaluation stage.

Given below are some Dos and Don'ts regarding need assessment.

Some Dos and Don'ts

Dos

- Make systematic and comprehensive design efforts

- Know the background and the needs of the participants

Don'ts

- Borrow standard formats and designs from others

- Fit session to requirement and availability of trainers, training institutions and resource persons' availability

- Organize materials and locations to suit the need of trainers, training institutions and budgets

- Identify content to suit the methods

Source: PRIA.1996. *Insights to Participatory Training*. New Delhi: PRIA (Mimeo).

b) **Defining Objectives:** What is meant by defining objectives? An objective is a specific statement of what a participant must be able to do in order to demonstrate that he or she has achieved the knowledge, attitudes, and skills necessary to complete a task. Each objective must be:

Specific: It must state exactly what the participant will do.

Measurable: It contains quantitative terms (e.g., numbers, percentages).

Attainable: It is possible for the participant to accomplish.

Relevant: It is related to what is needed on the job.

Time Bound: It states how long it will take to achieve the objective.

Why should we define objectives?

- All learning needs do not get fulfilled through a single training programme. We have to make a choice of those learning needs that can actually be addressed in a structured, systematic and planned training programme.

- Foci of learning can be classified in three ways.

    i) The first is learning of knowledge i.e. gathering of information, concepts, and ideas. This is **"cognitive learning"**- it includes mental, abstract and intellectual effort.

    ii) The second focus of learning is called **awareness where an emotional appreciation** of the issues is aimed at. It includes themes like motivation, commitment, values, emotions, (matters of heart), etc.

    iii) The third focus of learning is to **build skills** in a specific area, for example, skills in vaccination. This framework of learning helps us to separate and clearly specify the objective of a particular training programme.

- Objectives serve to relate the content of the training to the knowledge, skills, and attitudes identified in task analysis, which is based on the desired job performance of the participants. They make planning and implementation of training focused, effective, and efficient. They are the standards used to evaluate the training.

How do we define objectives?

- Determine skills, facts and attitudes which learners already have and identify those they need to learn (expectations). In the training workshop stress only those facts that participants MUST learn to be competent in their work (see Figure 9.4). The objectives of training programme are directly linked to what the learners need to learn.
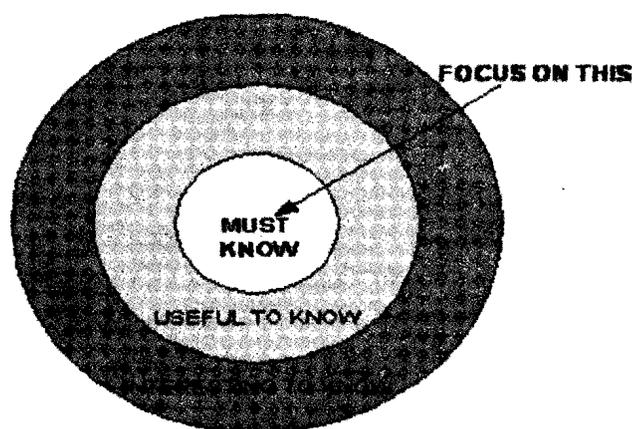
- Use active verbs when writing objectives.

Figure 9.4: Focal Point

Source: www.rhrc.org/resources/general_fieldtools/toolkit/.

Here, you can look at an illustration given below regarding Participatory Training on Panchayati Raj.

Expectations of the trainees

- To acquire information and knowledge on Panchayati Raj System, 73rd Constitutional Amendment Act in rural development, empowerment of women and dalits

- Practical grassroots experience with gram panchayats

- Ways to communicate the essence of Panchayati raj system to rural masses

Objectives

- To develop an understanding of Panchayati Raj System with special reference to 73rd Constitutional Amendment Act and its role in community development and empowerment

- To sensitize the development workers to strengthen gram sabha and gram panchayat

- To develop an understanding of various low cost methods of communication to spread the message of Panchayati raj to marginalized sections of society.

c) **Identifying Content from the Objectives:** Once we have derived the objectives of a particular training programme precisely, the next task in designing is to identify the content, which will help us to achieve those objectives.

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

- Who our learners are?

- What is their level?

- What is their starting point?

- What do they already know?

- How much detailed information can be given?

- Which combination of learning foci need to be emphasized with a particular group of learners?

For example, suppose a training programme to generate greater commitment towards education of the girl child among members of the village education committee has to be conducted. This would require an emphasis on creating awareness rather than skills because the village education committee is not directly responsible for teaching; that is the job of the teacher.

The elaboration of content in order to respond to each of the objectives of training requires considerable knowledge of the subject matter. Experts may have to be consulted. Yet, it must be ensured that the content is appropriate to the level of learners and not overly detailed.

d) **Sequencing the Content:** Having identified different content areas, the sequence or flow of different contents needs to be specified. The important thing in sequencing is to determine how the entire training programme will flow from the beginning to the end and how one content area follows another.

There are several important considerations when determining a useful sequence. Logically sequenced content takes learners step-by-step from one pace of knowledge and learning to other. Sequencing of the content can be done in the following ways:

- First, the content related to the individual is dealt with followed by content related to the group, moving on to the community and then to the society. It is a micro to macro sequencing of contents.

For example, Micro-Macro Sequencing of Contents for a Sensitisation Workshop on Violence against Women can be illustrated as follows.

Day 1	Session	Method
9.30 am-10.30 am	Welcome Introduction	
10.30 am-11.00am	Tea	
11.00 am- 1.00 pm	Issues and challenges concerning women	Individual exercise and group discussion
1.00 pm- 2.00 pm	Lunch	
2.00 pm- 4.00 pm	Violence against women: personal experiences	Individual case studies and open discussion
4.00 pm- 4.30 pm	Tea	
4.30 pm- 6.00 pm	Video on strategies to combat violence against women	Video and open discussion
Day 2		
9.30 am - 11.00 am	Perpetuation of violence against women: Psychological and family analysis.	Case study and discussion
11.00 am-11.30 am	Tea	
11.30- 1.00 pm	Perpetuation of violence against women: Societal analysis	Case study and discussion
1.00 pm-2.00 pm	Lunch	
2.00 pm - 4.00 pm	Strategies to combat violence against women	Lecture
4.00 pm- 4.15 pm	Tea	
4.15 pm- 6.00 pm	Individual strategies to overcome violence against women	Individual assignment and group discussion

- Second, the sequence moves from society to community to the group followed by self. This is macro to micro sequencing. Look at another illustration below.

Macro-Micro Sequencing of Contents for a Sensitisation workshop on PRIs for first time Pradhans of Panchayats.

Day 1	Session	Method
9.30-10.30 am	Welcome Introduction	
10.30 am-11.00am	Tea	
11.00 am- 1.00 pm	Perspective on development and Participatory Development	Buzz group and lecture
1.00 pm- 2.00 pm	Lunch	
2.00 pm- 4.00 pm	73rd constitutional amendment-salient points	Lecture
4.00 pm- 4.30 pm	Tea	
4.30 pm- 6.00 pm	Video on PRI functioning	Video and open discussion
Day 2		
9.30 am - 11.00 am	Roles and responsibilities of Pradhan	Lecture
11.00 am-11.30 am	Tea	
11.30- 1.00 pm	Factors promoting and hindering functioning of Pradhans	Case study
1.00 pm-2.00 pm	Lunch	
2.00 pm - 3.00 pm	Presentation of group report and discussion	
3.00 pm- 3.30 pm	Tea	
3.30 pm- 5.00 pm	Plans for applying learning to own work	Individual assignment and group discussion

- Third, is a combination of these two sequences, where one starts with macro, comes to micro and then moves again to the macro level. The sequence flows from society to community to group to self and back to the group to community to society.

e) **Choosing Methods:** The last step in the process of designing is selection of appropriate methods. In this area of work, we use learning-training methods as these address each focus of learning directly.

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 methods of acquiring new knowledge could be demonstration, field visits, etc.

- For literate participants, reading materials can also be provided. But the quality, level and appropriateness of those materials need to be ensured.

- Other aids like flip charts, posters, transparencies, etc. may also be used. But essentially the purpose of a lecture, either by one person or by a panel of persons, is to provide additional information, new knowledge and concepts to the group of learners.

When **the focus of learning is awareness,** the existing experience of learners can be utilized. Methods appropriate for awareness have been called **structured experiences** because they make structured use of either the past or 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 structured experience. It encourages the learners to enact a part of the reality they have observed or experienced. Role-play also promotes awareness.

- The case study method is useful in situations where other people's experiences are used for the learning experience of a group. The case study may be written, oral, audio, or audio-visual.

The third **focus of learning is the learning of skills.** No skills are learnt without practice.

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

Certain methods are more suited to achieve certain objectives. For example, you can see below the interrelationship of certain methods and objectives.

Inter-relationship between Objectives and Methods

Imparting knowledge	Developing skills	Changing attitudes
Lecture	Demonstration	Discussion
Reading	Practice	Practice
Case study	Case study	Case study
Audio visual	Simulation	Simulation
Presentation	Role play	Role play

The choice of the learning method is a crucial determinant of an effective training programme. Following the above steps, a time schedule is set. Ideally the length of the training programme is determined by assessing how long it would take to achieve the training goals. However, in reality a number of constraints affect the decisions such as willingness of the employers to release their staff, and willingness of the trainees to be away from their families if the training programme is a residential one. Therefore, important consideration would be the time given to the project work in the field, theoretical study and simulated practice in the training centre. Participatory learning depends upon the availability of materials. Sometimes the programme planner will have to prepare learning materials; and provide learning resources where they do not exist such as a library or information resource centre. Resource persons are identified if needed. It is important that

resource persons have experience of field practice as well as academic knowledge and teaching expertise. Unless we have this we shall not be able to engage in problem solving, reflective, experiential mode of training. You cannot tap and share the experience of others if you yourself lack it.

Considerations for selecting a method for developing skills

- Who are the learners and what is their background?
- How to create a conducive-learning environment?
- Availability of physical infrastructure, material and other resources.
- Size of the learning group and facilitator.
- What are the trainers' capacities and competence?

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) List out the steps in Pre-training Phase.

....

....

....

....

....

....

....

....

....

....

9.3.2   Post-Training Phase: Follow-up and Report Writing

Post-training phase can be divided into follow-up and report writing.

a) **Follow-up of Training:** Follow-up of the training programme is essentially meant to continue the process of learning initiated during the training programme. Each training programme creates a set of knowledge and ideas, which learners try to implement in their own situations. These efforts may require further support as follow-up.

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

Follow-up to a training programme can be used for several purposes, including:

- Follow-up provides support, encouragement, knowledge and resources needed to implement the learning the learner acquires during the training programme;

- It helps to define additional learning needs during the period immediately after the training programme. It helps to continue the learning process by bringing out new learning needs;

- Follow-up is also used to assess the training programme and its impact on the learners, their work and their organisations. This helps the trainers in designing future training programmes;

- Follow-up provides an opportunity for the learners to consolidate their own experiences acquired during the training programme;

- In a broad sense, follow-up can also be used strategically. If training has larger objectives of social change, follow-up can be used in a strategic way to: a) Foster a feeling of solidarity among the like-minded activists and the organization; b) Sustain the process and efforts of cadre building and formation of networks; and c) Strengthen formation of small groups and facilitate a process of building a larger and stronger organization.

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

Some possible methods are:

- Face to face interactions among learners themselves and between learners and trainers. For example, field visits by other learners or trainers to a site, meetings of only the learners, as well as along with trainers, meetings of all learners or a sub-group. It may also involve conducting advance training, providing additional learning material, providing opportunity for apprenticeship, etc.

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

- It is important to plan a follow-up deliberately and consciously. It does not happen automatically. Broad follow-up plans should be considered at the time of developing the design of the programme. Details of the follow-up can be again worked out at the end of the programme, along with the learners.

b) **Report Writing:** Generally, report writing is considered a time consuming and boring job. It is a common feeling that the report is only useful for administrators or researchers. Report writing however is a basic tool, which provides information about the event, the objectives, content, process and methodology. Report writing is important as it helps maintain records of an event and can later give rise to new ideas on reflection. Reports are also a part of the organisational memory and follow-up strategy.

Types of Reports: Although there are no specific types of reports, for the purposes of training they maybe broadly classified into:

- Process-based training report
- Data-based training report and
- Research-based training report

The process-based report is meant to help one understand the event in detail. Along with quantitative data the main emphasis of the report is to provide its audience the elements of methodology used by the trainers in achieving the objectives. It also explains the methods and techniques used in such a way that the readers can develop the skills themselves. Most of the case-study types of training reports fall under this category. The style of presentation of this type of report outlines both process and contents in detail. This type of report is useful for those who are trainers or those who would like to see how a particular training programme was facilitated, and how a particular method was used in achieving a particular objective.

The data based report is a report that informs the readers about the event. It presents the objectives of the training and outlines the content of the training with the types of methods and materials as well as the resource persons in a precise form. This kind of report stresses more on factual data. These reports are generally meant for the donors, government departments, administrators, etc, because of their interest in knowing the type of people involved, the outline of the content, and the use of funds for the event.

The research-based training report emphasizes the how and why of a training event. The objective of this report is to identify some of the basic learning that is used by the trainers in attaining a particular objective. The analysis of the methodology is used as a basis for this kind of research report. Researchers use such training reports to study different aspects and methods of training used by the trainers. Sometimes such reports are also prepared to evaluate the effectiveness of the training programme and whether such a training model can be used in future. At times, a report may be a combination of all the three types.

The structure or format of the report depends upon the audience at whom the report is directed. The style of presentation should also meet the needs of the audience. While writing the report the following questions should be considered:	After answering these questions, then the next step is developing the structure of report. Various aspects need to be considered:
- What were the objectives of the training? - How was the training planned? - What were the subject / content areas? - How were these subjects/ content areas developed? - What were the methodologies used by the trainers? - What was the result of the training?	- Objectives - About learners \ - About trainers - Approach of training - Main themes and subjects - Materials and methods used - Process - the happening - Evaluation - Critical analyses of process by the trainer

You can use the following tips on report writing.

- Take detailed notes during the training programme.

- If possible write a brief- report daily.

- Make a record of the important activities conducted during the training on a regular basis, while the training is going on.

- Record the behavioural aspects of the trainees during the training.

- Capture processes along with the contents.

- Keep one set of learning materials for reference.

- Note details of presentations made by groups.

- Write in a simple lucid language and try to write the report soon after the completion of training.

- Seek inputs from your co-trainer/co-facilitator.

9.4   LET US SUM UP

In this unit we have described concepts, principles underlying adult learning and participatory training. We found that the conventional training programmes adopt a trainer centric approach where the trainer is a central point around which the entire process revolves. The learners adopt a passive role. Participatory training, on the contrary is participant-centered. The training arises out of specific needs of participants as articulated by them. Participatory training, premises on the principles of participatory research, aimed to bring about changes in attitudes, behaviour and functioning of learners by bringing changes in their perception of their abilities and needs; it also empowers the learners by providing them information and equipping them with appropriate skills and means to use information in relevant context. We have also described the steps in participatory training process in three different phase viz., pre, during and post training.

9.5   ANSWERS TO CHECK YOUR PROGRESS

1) The salient features or principles of participatory training are as follows.

- Participatory training is participant centered. The training rises out of specific needs of participants as articulated by them.

- The learning not only imparts new knowledge but also generates awareness and builds skills.

- Learning is derived from the experiences of the learners. Experiential learning is crucial to participatory training.

- Participatory training requires a learning environment where learners and their experiences are valued and they feel psychologically secure and safe to unlearn, try new ideas and share their experiences.

- Participation of learners in the entire training process is valued. Consequently they develop their own norms, values and take responsibility for their own learning.

- The role of the trainer is very crucial. The trainer believes not only in the participatory principles, but demonstrates it as a way of life.

2) Pre-training phase: Basically it refers to designing training and comprises the following steps.

- Conducting learning needs assessment. What do participants want and need? What does the organization want and need?

- Formulating objectives based on organizational and personal needs.

- Identifying content from the objectives.

- Sequencing the content. How to start a programme and end it? How to sequence the various content to develop the pace for learning?

- Choosing the methods.

9.6   REFERENCES

PRIA. 1996. *Insights to Participatory Training* . New Delhi: PRIA (Mimeo).

United Nations Centre For Human Settlements (Habitat). 1988. *Community Participation A Trainer's Manual.* Nairobi: United Nations Centre For Human Settlements (Habitat).

www.rhrc.org/resources/general_fieldtools/toolkit/.