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PART 1
Basic Training Guide
I. Pre-Training Activities (to do before training)

In conducting specific training programmes, we should always remember that there are things that we need to do beforehand. This preparation ensures that we are addressing the real needs of the target participants. It will also facilitate the smooth and systematic operation of the training programme, thus enabling us to attain the training objectives. It is therefore important that we do the following before we start up the actual training activities.

1. Training Needs Assessment (TNA)

Training needs assessment is one of the first steps in the training cycle. It serves as the basis for planning and designing a capacity-building programme. It helps us to identify the current training needs of the prospective participants, as well as the problems they face and the root causes of these problems. We should prioritize these needs according to urgency and importance. The results of the TNA can be the basis for identifying the skills and competencies needed by participants in order to perform their jobs effectively and efficiently.

We can do training needs assessment by using the following strategies:

- **Administer a TNA questionnaire:** This instrument should be able to capture the skills and competencies that need to be developed or improved by the prospective participants.

- **Interview prospective participants:** A one-on-one interview is also useful for identifying the needs or deficiencies of the participants. This is also an effective way of identifying the gaps between the current and the desired competencies of individuals in performing the roles and functions specified by their job descriptions.

- **Observe prospective participants:** Observing the individuals doing their jobs (if they are currently working) is also a very good way of determining what they may need from a training programme.

2. Conceptualizing and Designing the Training Programme

Using the results of the training needs analysis, we should be able to carefully design a training programme in consultation with resource persons. In designing the programme, our collaboration and discussion should result in a programme that has realistic objectives and outcomes leading to the satisfaction of the trainees’ needs that we have identified. The training design should include the following:

- Overall and specific objectives
- The title of the training programme
- Topical areas or content
- Activities/strategies/processes
• Selection of resource persons
• Target participants
• Duration and venue of training
• Resources needed (human, financial, materials and equipment, facilities)
• Expected outcomes

■ Objectives of the training

The overall objectives of the training should state what we expect the training programme to achieve in terms of the final outcomes. These overall objectives can be broken down into more specific ones. The latter provide a sense of direction for the attainment of the expected outcomes.

The specific objectives should be stated clearly and according to order of priority. They should also be stated in the form of learning objectives that match the expected competencies to be acquired by participants.

These objectives must be specific, measurable, achievable, results-oriented and time-bound (SMART).

■ The title of the training programme

The title of the training programme should be catchy and easy to translate and to remember. It should be clear, simple and short, but at the same time cover all the essential parts of the training programme.

■ Topical areas or content

The content or the topical areas to be included in the training programme should be based on the results of the training needs assessment. These topics should reflect the knowledge, attitudes, values and skills needed for a person to function effectively and efficiently in his/her job or in areas where these competencies will be used. The content areas should be able to bridge the gap between what is and what ought to be.

■ Activities/strategies/processes

The activities and training strategies specified in the training design should be flexible and easily adaptable to suit the various learning styles of the participants. Some effective training strategies include brainstorming, group discussion, and role-play (these training techniques will be described in another section of this training guide).

■ Selection of resource persons

The selection of resource persons should be based on criteria developed specifically for the training programme. These criteria should specify area of expertise, degree of experience, availability, interpersonal skills, state of health, and willingness to conform to the terms and conditions stipulated in the resource person’s contract.
Selection of target participants

In most cases, the participants in training programmes have already been selected because they were the subjects of the pre-training needs assessment exercise. The reason for the training programme is to address the identified needs of these particular individuals.

In cases where training programmes are conducted to comply with the requirements of a special community project, the selection of trainees should be based on criteria developed for the specific training programme. These criteria should specify entry level in terms of prior knowledge, exposure and experience, age, gender, state of health, and willingness to participate. Selection of trainees should be done collaboratively with the organizations that will use the services of the trainees.

Duration of the training programme

In deciding the length or duration of the training programme, we need to consider the following:
1. objectives of the training
2. nature and number of topics to be covered
3. number of participants
4. time required for presentations, group work and field visits
5. travel time and weather conditions
6. cultural and religious factors
7. time required for discussions, interaction, reflection and relaxation

Selection of venue

The place for training is crucial for the achievement of the training programme’s objectives. The site should be accessible to all participants and should be large enough and comfortable enough for participatory learning to occur. In selecting a venue, we must make sure that the following conditions are met:

▶ The price charged is reasonable.
▶ The site is accessible to everyone.
▶ There are adequate chairs and tables, which can be arranged in a suitable manner.
▶ Equipment and facilities (multimedia projector, overhead projector, flip charts, microphones, telephones and other technology) are sufficient and functioning.
▶ There are enough spacious, clean and well-ventilated rooms for both the plenary sessions and for small group work.
▶ There are clean toilets and washrooms.

It is important that after the selection of a training venue we make proper arrangements with the management to finalize a contract or agreement. The
training coordinator or his/her representative should see to it that the above terms and conditions specified in the contract are observed.

- **Resources needed**

  In conducting a training programme, we must make sure that we have the right kinds of resources: **human resources, financial resources, materials/equipment** and **facilities**. Before beginning training, we have to ask ourselves the following questions: Do I have the right people? Do I have adequate funding? Do I have the appropriate facilities and equipment? If the answer to all these questions is “yes,” and if resources have been specified in the training design, then we can undertake the training as planned.

- **Expected outcomes**

  Before any training programme begins, we have to clearly define the expected outcomes of the training. In general, expected outcomes are stated in terms of the attainment of learning objectives indicating the acquisition of the necessary knowledge, skills, attitudes and values imparted by the training programme. In addition, we also have to decide beforehand on the mechanisms for measuring these outcomes, which are part of the evaluation of training.

3. Other Administrative Aspects

- **Sending invitations**

  Invitations to the participants and resource persons should be sent at least one month in advance. This gives them time to prepare and make the necessary arrangements. The invitation should contain important information such as the title of the training programme, objectives, dates, venue (with a site map or directions), and what participants can expect. If possible, the tentative programme of activities should be provided to the participants in advance. The invitation should also indicate who bears the costs of transportation, food, lodging and other incidental expenses.

  The invitation should also request confirmation by the participants and resource persons. Thus if a resource person cannot come, we can look for a replacement or take some alternative action.

- **Training materials**

  Printed materials for the training programme should be reproduced ahead of time. If possible, we should coordinate with the resource persons and ask if they have handouts for their sessions. If they do, these materials should be reproduced for dissemination during the training.

  We may also decide to prepare a press release to provide information to the public. The contents of the press release should highlight the objectives of the programme and the benefits that trainees will obtain from participation.
■ Field visit

We may consider organizing a field trip for the participants, so that they have an opportunity to observe activities related to the training they are receiving. However, we have to plan such a visit well in advance and collaborate with our hosts in the planning so that the trainees receive the utmost benefit from the event.

■ Planning financial and physical resources and materials

We need to estimate the amount of money needed to cover the expenses related to the operation of the training programme. Our budget is usually broken down into different items to ensure that we take all possible expenditures into account:

• Fees/honoraria for trainers, resource persons
• Travel expenses
• Board and lodging (venue and food)
• Communication costs
• Translation /interpreting fees (if necessary)
• Cost of supplies and materials including reproduction
• Contingencies

■ Planning for cultural diversity

In planning the training programme we should take into consideration the cultural, religious and gender characteristics of the prospective participants. These factors may have a bearing on the success of the programme (for example, the type of food to be served). We might want to use certain forms of cultural expression to enrich the content of the training workshop (e.g., songs, dances, skits).

We also have to be aware of gender issues. There should always be a balance between men and women in the training activities, both in terms of facilitators and participants. This process can promote gender equality.
Checklist (activities before beginning the actual training)

Please place a check mark (✓) in the column that corresponds to your answer. If your answer is “No,” write your reasons in the column headed “Remarks.”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>1. Training Needs Assessment (TNA):</strong></td>
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<tr>
<td>• Have you determined your target group?</td>
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<tr>
<td>• Were you able to identify their immediate needs?</td>
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<td>• Have you collected data by interviews during informal meetings, questionnaires and/or actual observation?</td>
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<tr>
<td>• Have you prioritized needs according to urgency and importance?</td>
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<tr>
<td><strong>2. Conceptualizing and Designing the Training</strong></td>
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<tr>
<td>• Have you used the results of the TNA in designing the training programme?</td>
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</table>

**Objectives**

• Were the objectives formulated to be simple, clear and SMART?

• Were the specific objectives stated or written as learning objectives in such a way to describe the competencies of the participants that need to be developed/improved?

**Title of the training programme**

• Did you come up with a title that is clear, simple and short but covers all the essential parts of the training programme?

**Activities/strategies**

• In selecting the activities and strategies to be used during the training, have you considered the types of participants and the kinds of learning styles they may have?

**Content/topical areas**

• Does the content of the training programme cover all of the competencies required by participants?

**Selection of resource persons and trainees**

• Have you decided who will be the trainees? How about the resource persons?

• Did you use criteria for selecting the resource persons and trainees?
### Duration of the training programme

- Have you considered the following in deciding the time frame for the training programme: objectives, nature and number of topical areas, number of participants, and the strategies to be used?

### Logistics

- Did you select a venue that is accessible and conducive to participatory learning?
- Have you arranged for the training venue?
- Is the training venue convenient and easy to reach?
- Can the venue provide necessary equipment for training? (OHP, moveable board, LEC projector, etc.)
- Have you assigned someone to set up the meeting room?
- Have you arranged logistics and necessary supplies?
- Have you arranged for the opening ceremony?
- Have you invited anyone to formally open the training session? Who?

### Resources needed

- Did you make sure that all the resources (human, financial, materials/equipment, facilities) needed for training are available and adequate?

### Expected outcomes

- Are the expected outcomes stated clearly and specifically?
- Are the expected outcomes realistic, achievable and measurable?
- Are there mechanisms for measuring the outcomes?
- Do the expected outcomes match the required capabilities of the participants?

### 3. Other Administrative Aspects

- Did you send invitations to the prospective participants and resource persons at least one month in advance?
### Things to Remember

- Training Needs Assessment is a very important component of a training programme. The results serve as the basis for determining the knowledge, attitudes, values and skills that the prospective participants should acquire during the training programme.

- The objectives of a training programme should be stated according to the acronym SMART: specific, measurable, achievable, results-oriented and time-bound.

- The availability of resources such as manpower, funding, equipment and materials is critical for attaining the objectives of a training programme.
II. Conducting the Training Programme

1. Management

In conducting a training programme, there should always be proper and systematic management to ensure the attainment of its objectives.

- Registration
  This activity is used to keep a record of the persons who participated in the training. It also helps us to identify who attended the training, where they are from, and how they can be contacted. If participants receive certificates after completing training, the registration form can be used for putting the correct participant names on the certificates. The record is also useful for contacting people in regard to follow-up activities in the future.

- Logistics
  Necessary information about the training programme site and environments, including available services, food and travel arrangements, should be provided for the convenience of resource persons and trainees. Training materials, resource handouts, folders, notebooks and pencils should also be prepared and distributed to participants at registration.

- Documentation
  To keep record of the highlights of the training, we should assign rapporteurs to document the training proceedings, particularly the points raised by resource persons and participants. These notes can later be printed and distributed to the participants. If possible, a draft of the entire training process should be distributed to the participants at the end of the training programme.

- Certificates of participation
  To make the training participants feel that they have accomplished something of significance, we should prepare a certificate for each participant that authenticates his/her achievement. If possible, the participants should receive their certificates directly from the hands of a high-ranking official or representative.

2. Actual Training Activities

- Opening session
  The opening session marks the official beginning of the training programme. However, not all training programmes have opening ceremonies. Whether there is such a session or not depends on the purpose of the programme, the target participants and the size of the group being trained. Sometimes we can have a short informal opening to avoid the formal ritual procedures that may unnecessarily delay the commencement of actual training.
Orientation and objectives of the training
This introductory session is meant to provide the participants with a clear understanding of the training objectives, the training procedures and approaches. The information provided will let trainees know what to expect from training and what kinds of activities they will be involved in.

Introducing participants
A resource person or trainer sometimes finds that knowing something about each trainee’s background is helpful for conducting the training effectively. If the number of trainees is small, the participants can introduce themselves to the group. However, if the training group is large, this activity will take too much time and should be avoided.

Understanding the background of the participants
Nevertheless, it is useful for the trainers to understand the background and capability of the participants. During the training, the trainers may need to assign some more competent trainees to assist the others. The registration form is a very good tool to generate information about the participants.

Time management
Most of us experience at least one training session whose length exceeds the time designated in the prepared schedule. We should inform resource persons and trainers of the time allocated for each session. Time management is necessary to avoid problems resulting from events falling behind schedule and out of sequence. Perhaps we can assign a trainer or staff member to be “facilitator” or “officer of the day” specifically to manage the time.

Training facilitation
This activity consists of providing assistance to the resource persons and trainers to make sure events flow smoothly and occur on time. Thus materials must always be available when needed and equipment must work at all times.

The resource persons and trainers are ultimately responsible for facilitating their sessions properly by providing the necessary inputs. They should not simply lecture but provide opportunities for the trainees to participate and interact during the sessions. They should also be responsive to trainees’ needs and requests throughout training.

Time to recap and to reflect
At times trainees may not be able to comprehend or internalize the content of a training session during the actual period that it occurs. Thus we recommend that the trainer assign groups of participants to take turns in briefly summarizing the highlights of the material covered during the previous day or session. We should also allow the participants some time to reflect on what they have learned from the training.
Icebreaking and energizing activities

At training programmes where trainees are mostly strangers to one another, sometimes the participants may be rather reserved and unwilling to actively participate. To break the ice, the trainer needs to organize some activities to make the trainees feel more relaxed and comfortable with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch. In such cases, the trainer should organize a movement activity (energizer) to keep them awake and at the same time relaxed (see the later section on icebreaking/energizers).

Team-building activities

In a training session where the trainees have to work together in order to complete a task, the trainer may consider organizing a team-building activity. This activity will help make them feel comfortable with each other so that they can work together as a team. Such activities may be in the form of games, songs or skits that require the trainees to form a group and work together in order to get something done.

Field visit

So that trainees can see examples of some of the things they are learning about during training, we should arrange for a field visit to a relevant site such as a community learning center or farm. We should also provide trainees with some brief information about the places they will visit and persons they will meet. It is a good idea for the trainer to prepare some key questions or issues to guide the observations of the participants. After the field trip, there should be a short session for trainees to discuss and reflect on what they have observed and learned.

Preparation of action plans

To ensure that in the future trainees will apply what they have learned from training, the trainer may request them to form small groups in order to prepare sample action plans. Usually trainees who come from the same country, region or district form groups in order to complete this task. Each action plan should be photocopied so that both the training organizers and the participants have copies.

Training evaluation

There are many ways to evaluate the effectiveness of a training programme. The most common is to use an evaluation instrument that we prepare ourselves. It should provide an opportunity for participants to make additional comments, remarks or suggestions that they consider useful for the training organization or participants. The results of the evaluation can serve as a basis for further improving the design of future training programmes.
Closing

The training programme may close formally or informally depending on the type of programme and number of participants. During the closing session the participants can receive their certificates. They can also pledge their commitment to put into practice what they have learned once they return home.
## Checklist (during training)

Please place a check mark (✔) in the column that corresponds to your answer.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
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<tbody>
<tr>
<td><strong>Management</strong></td>
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<tr>
<td><strong>Registration</strong></td>
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<tr>
<td>• Have you facilitated the registration of all participants?</td>
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<tr>
<td><strong>Logistics</strong></td>
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<tr>
<td>• Is the meeting room comfortable? (temperature, seats, space, etc.)</td>
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<td>• Have you organized a meeting to allocate responsibilities among all persons involved in the training, including resource persons?</td>
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<td>• Have you made arrangements with the resource persons and training staff concerning time management and the allocation of time for each session?</td>
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<td><strong>Documentation</strong></td>
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<td>• Have you arranged for the organization of a secretariat that is responsible for the documentation and production of materials?</td>
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<td><strong>Certificate of participation</strong></td>
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<tr>
<td>• Have you arranged for the preparation of certificates of participation?</td>
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<tr>
<td><strong>Actual Training Activities</strong></td>
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<td><strong>Opening session</strong></td>
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<td>• Have you conducted programme orientation so that the participants understand what the training is all about?</td>
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<td>• Have you allocated time for the introduction of participants?</td>
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<tr>
<td><strong>Time management</strong></td>
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<td>• Have you facilitated the management of time properly?</td>
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<tr>
<td>• Were there topics that were not discussed because of the poor management of time?</td>
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</table>
### Training facilitation
- Were you able to facilitate your session smoothly?
- Did you give participants a chance to share their insights and opinions?
- Did you take note of the results of all the activities that you introduced?
- Were all necessary materials provided to the participants?

### Recap/reflection
- Have you given participants the daily opportunity to recap events or to reflect on them?

### Icebreakers/energizers/team-building activities
- Were icebreakers or energizers used during training?
- Did you introduce any team-building activities?

### Field visit
- Have you organized any field visits for participants?

### Action plans
- Did you ask participants to prepare action plans?
- Were all participants able to prepare their action plans?

### At the end of the training
- Have you evaluated the effectiveness of the training programme?
- Were the evaluation techniques effective?
- Can the information you obtained be used to improve the design and operation of the training programme?
Crucial Points

1. Make sure that everyone involved in the training programme understands clearly the objectives of the training.

2. Make sure that you have made all necessary arrangements concerning the training venue and the sites for field visits.

3. Prepare materials in advance for use during training and finalize the equipment needed by resource persons and participants.

4. Make sure that the time allocated for any session is appropriate for the length and importance of the topic and the activities to be undertaken.

5. Decide in advance the outline and format of the action plans that trainees must complete during training.

6. Take seriously the reactions, views and opinions of the participants and be prepared to modify the training approaches and content accordingly.

7. Be prepared for the unexpected to happen at any time during training, and have alternative plans and activities ready just in case.
III. After Training

1. Debriefing the Trainer or Training Team

Here we meet to discuss the overall outcomes, strengths and weaknesses of the training programme and to share our insights arising from the experience. Our conclusions may serve as a basis for improving future training programmes in regard to the following areas:

- Content
- Strategies
- Performance of training staff and resource persons
- Venue and time frame
- Equipment and facilities

2. Publication and Dissemination of the Training Report to All Concerned

All key persons and participants (organizers, funders, trainers, resource persons) who are responsible directly or indirectly for the organization and conducting of training programmes should be provided with a comprehensive report of the training workshop that just occurred. This document can serve as a basis for future decision and policy making. The report may include the following:

- executive summary
- training objectives
- number and type of participants
- highlights, along with photographs
- issues/concerns/problems
- recommendations/suggestions
- recapitulation
- evaluation results

A separate document that summarizes the training activities and processes, daily recapitulation, issues/concerns/problems, and future actions should be distributed to all participants. In addition, they should receive all of the training materials (handouts, etc.) and a directory of participants, if these were not available during the training period.

3. Financial Report

This document provides comprehensive information regarding the actual expenses incurred by the training programme. We need to make sure that we also include the official receipts along with the report.
4. “Thank you” Letters

The letters should acknowledge the valuable inputs and contributions made by the resource persons and other very important personages (VIPs) invited to grace the training programme.

5. Follow-up Activities

Training is not an end in itself. We should undertake the following activities to ensure that the people receiving training have really benefited from what they have learned:

- Monitor the implementation of action plans prepared by the trainees during training:
  - require a periodic report from trainees about what they are doing
  - gather feedback from their direct supervisors and other stakeholders
  - conduct spot checks or site visits to validate information provided by the trainees and official feedback

These activities are useful for determining the maximum application of learning acquired by trainees during the training and how well they organize and conduct their own training programmes at the local level.

- Provide technical assistance and backstopping after training (if needed).
- Provide refresher courses to further strengthen the capabilities of the trainees.
- Coordinate with local officials to get their commitment to and support for post-training activities (if necessary).
- Use information communication technology (ICT) for coordinating/networking with local officials and other stakeholders. This activity can also facilitate the sharing and updating of information regarding new trends and developments in the field of non-formal education and literacy.

Checklist (after training)

Please place a check mark (✓) in the column that corresponds to your answer.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1. Debriefing trainer(s)</td>
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<tr>
<td>• Have you conducted a debriefing after the training programme?</td>
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<td>• Have you used the feedback from the debriefing to improve future training programmes?</td>
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<tr>
<td>2. Publication and dissemination of the training report</td>
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<tr>
<td>• Have you prepared a training report for key officials and participants?</td>
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</tbody>
</table>
- Are the following included in the report?
  - executive summary
  - training objectives
  - list of participants
  - highlights with photographs
  - issues/concerns / problems
  - recommendations /suggestions
  - recapitulation
  - evaluation results
- Have you disseminated the training report to key officials, trainers and trainees?

### 3. Financial report
- Have you prepared a financial report?
- Do you think the funds for training were adequate?
- Were they effectively and efficiently used?

### 4. Preparation and sending of “thank you” letters
- Did you send “thank you” letters to all the resource persons and other VIPs who attended the training?

### 5. Follow-up activities
- Have you monitored the implementation of action plans prepared by trainees during training?
- Were you able to gather information regarding the maximum application of learning acquired during training when trainees conducted their own programmes?
- Have you provided technical assistance and backstopping during post training activities?
- Have you provided refresher training to further strengthen the capabilities of the trainees?
- Have you coordinated with local officials to get their commitment and support regarding local-level post training activities?
- Have you used ICT to coordinate/network with local officials and other stakeholders regarding training programmes?
- Have you used ICT to facilitate the sharing/updating of information regarding new trends and developments in NFE and other related fields?
Crucial Points

- Training is not an end in itself. It should be a continuous process to strengthen the capabilities of the trainees.

- We can see the real impact of training activities in the changed behaviour, improved quality of life and active participation in community activities on the part of beneficiaries.

- Training is a vehicle for empowerment and transformation.
PART 2
Training Techniques
I. Icebreaking and Energizer Techniques

Icebreaking techniques

Icebreaking techniques are used in training programmes, especially at the beginning, in order to promote interaction among participants and resource persons. Icebreaking is also useful for reducing shyness and lack of confidence among participants. If successfully applied, icebreaking can make participants more enthusiastic and willing to take part in the training activities. Icebreaking can provide amusement, relieve boredom, reduce tension and stimulate creative thinking. When we select icebreaking activities we should consider those that ensure physical movement and/or mental exercise. Depending on circumstances, we can organize activities that require the involvement of participants as a group or their participation as individuals.

Energizer techniques

Energizers are very useful techniques for physically and mentally stimulating participants to resume training activities. Energizers are useful at the end of a long session to refresh participants so that they can take part in the next session. Energizers can be used during a long session to reduce boredom and monotony.

There are two kinds of energizers: those that require physical movement and those that require mental work/exercise. It is up to the facilitator to decide which is most appropriate.

Through energizers we can develop a sense of team spirit among the participants that can facilitate a congenial atmosphere for learning.

Where and when to use icebreaking and energizers

In a training course we often find participants who are strangers to one another. We also find differences among participants in regard to economic conditions and social background. Some participants may be joining a training course for the very first time without knowing anything about the procedures of training. Sometimes these differences create obstacles at the beginning of a training course that can hinder people from freely taking part in the training activities. Icebreaking techniques should be used at the beginning of a training programme, especially when participants introduce themselves. These techniques would help to reduce the tension and unease resulting from the lack of familiarity and interdependency among the participants.

On the other hand, participants need time for relaxation in order to acquire more energy for further involvement in training activities. Participants also need a change of pace during training sessions. This can occur through using energizers, which are effective for causing changing physical and mental conditions. Facilitators often prefer physical energizers in order to more effectively refresh participants during long sessions.
Strengths

- Icebreaking exercises and energizers are interesting and enjoyable, and do not require much time.
- They do not require much preparation.
- They bridge the gap between trainers and participants and also among participants.
- They help participants to feel at home during the training course.
- They increase active involvement in the training sessions.

Limitations

- They require a large room to facilitate movement of the participants.
- Some participants may not willingly participate in these activities.
- Icebreaking exercises and energizers may take up more course time than anticipated.

Overcoming/reducing limitations

- Trainers select the appropriate technique by carefully considering all available resources (facilities, materials).
- Trainers encourage shy or reluctant participants to join the icebreaking and energizer activities, but should not force them.

Some Energizer Techniques

1. Seven-up

How?

1. Ask participants to form a circle.
2. Describe the procedures of the game.
3. The person starting the game will say “one,” indicating either his/her right or left side by putting the palm of the hand on the chest. The person on the right or left so indicated by the first person will say “two.” This second person then indicates another person either on his/her right or left side in the same way as the first person did. In this way the game will continue until it reaches the sixth person. The seventh person should say “seven-up,” putting his/her palm on the head pointing either right or left. The game starts again with the eighth person. Participants will play the game quickly and those who make mistakes or cannot follow the rules are disqualified and will be out of the game.
2. Multiple use of a marker pen

How?
(1) Ask participants to form a circle in the middle of the training room. Tell them that they will now play a game that requires innovative thinking and performance skills.

(2) Take a comb and demonstrate how it can be used to write and as a knife to cut something.

(3) Hand over the comb to a participant and ask him/her to demonstrate something new. After his/her performance, the participant hands over this comb to another participant to show something new using the same comb.

(4) Ask other participants to guess what the demonstration is about.

(5) Continue this exercise until everyone finishes their performance.

*Time required: 10 minutes*

*Note: Trainers can use any object – comb, paper, handkerchief, rope, etc.*

3. Nine dot

How?
(1) Distribute to each participant a piece of paper and a pen.

(2) Draw nine dots on the chalkboard or whiteboard.

(3) Ask participants to draw nine dots on their paper and join them as follows:
   • Dots must be joined by four straight lines
   • Pen should not be pulled off the paper

(4) Participants who can join nine dots before anyone else will be announced the winners.

(5) Let the others try until most of them are successful.

(6) Finally ask any of the participants to show how she/he joined the nine dots.
PART 2 Training Techniques

4. Square game

How?

- Distribute to each participant a piece of paper and a pen.
- Draw the 4 x 4 square shown below on the board.
- Ask participant to draw a similar square on their paper.
- Ask them to count as many squares as they can find in the big square. (Tell participants not to count the rectangles but only the squares.)
- Let the participants call out the number of squares they could count.
- There are 30 squares in the big square.
- Participants who can call out the correct number first will be announced the champions.
- Let the others try and count the number.

Time required: 5-10 minutes
5. Team-building

How?

(1) Ask participants to form groups (6-8 persons in each group).
(2) Tell the participants that they will now play a game that requires cooperation and support from group members.
(3) Take several newspapers or big sheets of paper (one for each group) and put them on the floor in different corners of the room.
(4) Assign each group to a sheet of paper in one of the corners.
(5) Ask each group to stand inside the boundary of the paper. If every member of the group can stand on the paper within the boundary then fold the paper into half and ask them to stand inside the boundary of the paper thus reduced in size.
(6) Reduce the size of the paper 3-4 more times.
(7) Continue the exercise until no group can fit all of its members on the paper.

Time required: 15-20 minutes

Note: The trainer needs to carefully consider the formation of appropriate groups. In some cultures, participants may be embarrassed if this exercise is conducted with mixed-gender groups.

6. What’s on your back?

How?

(1) Explain that in this exercise the participants will be asked to identify what is written on their backs.
(2) Write any name (a person, an object, etc.) on a piece of paper.
(3) Attach this paper to the back of a participant.
(4) Ask him/her to identify what is written on the paper by asking the other participants questions. Participants can only answer yes or no. They will not be allowed to give any hints while replying. (Ask 10-15 questions.)
(5) If the participant fails to answer, try it with another person.

Time required: 5-10 minutes
Some Icebreaking Techniques

1. Introducing yourself

How?
Fold sheets of full-size white paper into four sections. Give a folded sheet and a pen to each participant. Ask them to do the following:

(1) In the upper left section of the sheet resulting from the fold, write down name, job title and organization.

(2) In the upper right section of the sheet, indicate two expected results from the training.

(3) In the lower left section of the sheet, write down your favourite foods and hobbies.

(4) In the lower right section, draw any symbol or picture that you feel describes your life-style. (Example: open sky, symbol of openness, being open-minded)

(5) On completion of the exercise, ask participants to present. Each person will be allowed 2-3 minutes for his or her presentation.

Time required: 10-15 minutes
Note: The amount and types of information to write in each section can be changed.

2. Matching game

How?
(1) Select pictures according to the number of participants. One picture is necessary for every two participants. (If the total number of participants is 20, then select 10 pictures.)

(2) Cut each picture into two pieces.

(3) Distribute the pieces of picture randomly to each participant.

(4) Ask each participant to find the other part of the picture to make it complete.

(5) When participants find the matching halves of their pictures, ask each pair to sit together for five minutes and get to know each other.

(6) During the plenary ask each member of the pair to introduce the other.

Time required: 10-15 minutes
3. Paper ball

How?
(1) Ask participants to form a circle in the middle of the training room.
(2) Make a ball by rolling up newspaper or used paper.
(3) Throw the ball to any participant for them to catch, and ask the participant to introduce him/herself and to state what they expect from the training.
(4) After the introduction, ask him/her to throw the ball to someone else.
(5) Continue this exercise until everyone finishes introducing themselves.

**Time required:** 15-20 minutes

4. Bingo

How?
(1) Distribute Bingo sheets (as prepared below) to all the participants.
(2) Ask each participant to go to another participant to see if they both can respond with a “yes” to the items in the boxes on the sheet.
(3) If there is agreement on any item, the other participant must sign his/her name in the appropriate box.
(4) Have each participant do the same with all the others. The participant who gets signatures in all the boxes has to announce the names of the people from whom he/she obtained signatures and will be declared the winner.

**Example of a Bingo Sheet**

<table>
<thead>
<tr>
<th>Have three children or more</th>
<th>Enjoy spicy food</th>
<th>Check e-mail at least once a day</th>
<th>Like rainy days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like romantic movies</td>
<td>Like bananas</td>
<td>Had hair cut within two weeks</td>
<td>Enjoy travel</td>
</tr>
<tr>
<td>Like swimming</td>
<td>Like to sing</td>
<td>Believe in horoscopes</td>
<td>Like yellow rather than red</td>
</tr>
</tbody>
</table>

**Time required:** 10-15 minutes

**Note:** For the points in Bingo, it is better to include items which participants cannot figure out without communication with other participants, rather than physical features (e.g., have a moustache, have black hair, is tall).
II. Discussion Techniques

Group discussion is a technique in which the participants are divided into groups to discuss certain issues or topics. They share their opinions and experiences while discussing the topic within a given time frame. Some group discussion techniques, such as case study, role-play and the gallery technique, require advance preparation (e.g., printed materials or display board). Discussion methods are very useful:

• for developing logical reasoning
• for analyzing problems, finding causes and defining strategies
• for learning about or better understanding the previous knowledge and experiences of the participants
• for improving people’s ability to express themselves
• for learning to respect and tolerate the opinions of others
• for developing the analytical skills of the participants
• in areas where group dynamics and the perspectives of the participants are required
• in areas where the active participation of the trainees is required

Strengths

• Participants can exchange opinions and experiences.
• Participants can compare their experiences with those of others.
• Shared experiences make it easier to identify or solve problems.
• Many new ideas based on those of others can be generated within a short time.
• Everyone gets a chance to express themselves.
• Discussion occurs in a systematic manner.
• A clear picture of the area under discussion emerges through debate.
• Friendly relationships spread across the group.
• A team spirit helps participants to increase their selfconfidence.
• Participants become more tolerant of other people’s opinions.
• Each and every one can take part and contribute.

Limitations

• It may take a long time to reach a consensus.
• Conflict or clashes may arise.
• The discussion may shift to irrelevant matters.
• Extra rooms may be required.
• If the trainers, facilitator or participants are not prepared, the discussion may turn out to be fruitless.
• Some participants may find an excuse for not taking part in the discussion.
• Some members may dominate others or monopolize the discussion.

There are different kinds of group discussion methods, such as brainstorming, large group discussion, small group discussion, pair discussion, stations, role-play, case study, the gallery technique, and question and answer.

**Some Common Group Discussion Methods**

1. Brainstorming

   **What?**

   Brainstorming is a training technique generally used for problem solving or generating a number of possible solutions to a problem. Brainstorming is a process in which the maximum number of ideas related to a certain issue are generated in the shortest possible time by means of collective thinking. In this process, participants are encouraged to express their views openly. Initially participants accept all ideas and later on reach a decision after their analysis.

   This method is employed to generate more ideas in less time. It stresses the use of “open-mindedness” or “free thinking” without criticism of any ideas expressed. The goal of brainstorming is to come up with as many ideas as possible without regard to quality, with as many team members as possible contributing their thoughts.

   Here the quantity of ideas is far more important than their quality. Even the wildest idea is accepted as well as recorded. The specific objectives of this technique are to develop the ability to arrive at a decision quickly and to help consolidate previous learning.

   **How?**

   • Ask participants to sit in a circle or in a “U” shape.
   • Nominate a recorder who records the discussion points.
   • Have the recorder sit near the board or flip chart, ready to write down the ideas given by the participants.
   • Appoint a team leader to facilitate the discussion.
   • Describe for participants the problem or issue for discussion (e.g., the village people are not very interested in attending the CLC regularly. What might be the possible reasons?).
     • Have the recorder write down the problem or issue in bold letters on the board/flip chart.
     • Ask the participants to express their opinions freely on the issue, stating whatever comes to their mind immediately. Allow no criticism, debate or consultation among participants.
• Encourage all participants to express their ideas or opinions quickly.
• List participant points on the board/flip chart.
• Allow no discussion, comment or criticism until all participants have exhausted their ideas.
• Once all ideas have been presented and recorded, verify and prioritize these ideas if necessary.

Strengths
• Everyone can participate.
• It takes little time.
• More ideas are generated.
• Everyone becomes interested in the discussion.
• There is a greater opportunity to exchange views.
• The session can be kept lively.
• It motivates participants to think.
• It gives the facilitator some idea about the experiences of the group.

Limitations
• If there are many ideas, the recorder needs a lot of time to write them down.
• There is the possibility of inconsistent ideas being generated if the participants don’t have any prior exposure to the subject.
• Some ideas may be vague because of the lack of analysis.
• At times this method may lead to disorder or chaos.
• A big chalkboard or a large amount of poster paper is required.
• The recorder has to write very fast and has no opportunity to express his/her ideas.

2. Small group discussion

How?

At the beginning
• Describe in detail the objectives of the group discussion.
• Divide the participants into small groups (this may be done by means of a game) [appropriate number of members per group: up to 7-8 persons
• Explain the task to the members of each group.
• Ask everyone to participate actively in the group work.
• Tell each group to nominate a rapporteur for presenting the group findings in the plenary and a chairperson for moderating the discussion.
3. Large group discussion

How?

At the beginning
• Describe in detail the objectives of the group discussion.
• Divide the participants into large groups (this may be done by means of a game) appropriate number of members per group: up to 10-15 persons
• Explain the task to the members of each group.
• Ask everyone to participate actively in the group work.
• Tell each group to nominate a leader for presenting the group findings in the plenary and a chairperson for moderating the discussion.
• Allot a time period for the discussion.
• Supply the necessary materials to each group.

In the middle
• Move around and observe each group at work.
• Ensure everybody’s participation.
• Extend help if required.

At the end
• Ask the leaders of each group to present their group findings.
• Create opportunities for discussing the presentations of other groups.
• Summarize the presentations.
4. Pair discussion

How?

- Divide the participants into pairs.
- Explain the topic and allocate time (the amount depends on the content or issues).
- Ask the members to sit beside each other and work in pairs.
- Move around the groups and encourage sharing and discussion.
- Add new points and ideas for discussion.
- After discussion in pairs, have each pair contribute one point until all the groups have finished.
- At the end, discuss the key points identified by the pairs.

5. Station technique

What?

This is a technique where the topics of the training session are divided into several parts (or subtopics) for detailed discussion in order to elaborate different views and ideas related to the issues identified. The participants are divided into groups depending upon the number of subtopics to be discussed. If the topic is divided into three parts, then there are three “stations.” If it is divided into four parts, then there are four “stations.” Participants are then required to move from one station to another.

Each part of a topic should be one that participants can discuss independently from other parts of the topic. Any separate part should not be dependent on the discussion results of other parts. For example, the SWOT (strength, weakness, opportunity, threat) of an issue are good subtopics for independent discussion. However, the objectives, outcomes, and activity plans of a project are not appropriate subtopics for this technique, because activity plans should be discussed in connection with objectives, and outcomes and activity plans need to be matched.

How?

- Divide participants into three or more groups or stations.
- Assign one resource person or “stationmaster” to each group (station) to help out or clarify the issue to the participants.
• Provide large-size paper or a flip chart to each station.

• After clarification by the resource persons and discussion, group members write down their observations on the paper or chart for the members of other groups to see when they proceed from one station to the next.

• Ask each group to use one particular colour of pen for writing down their conclusions in order to clearly distinguish each group’s comments from the others.

• Organize participants in the first round as follows:

  Round 1  Group A will be in Station 1.
            Group B will be in Station 2.
            Group C will be in Station 3.

  Round 2  Group A will be in Station 2.
            Group B will be in Station 3.
            Group C will be in Station 1.

  Round 3  Group A will be in Station 3.
            Group B will be in Station 1.
            Group C will be in Station 2.

Give each group 10 minutes to add to or modify the input of the previous two groups.

Finally, ask all groups to return to their original stations (Group A in Station 1, B in 2 and C in 3). During the plenary session, summarize and share the inputs of the different groups.

Strengths
• All participants are involved in the discussion of all topics.
• Participants can concentrate on different aspects of an issue systematically.
• Participants can exchange opinions and experiences with more people.
• Participants can confirm the value of their own experiences with a large number of people.

Limitations
• It may take a long time to finish the activity.
• Large rooms are required.
• In some cases, three or four resource persons at a time may be required.
6. Role-play

What?
Role-play is a structured activity, usually in the form of a dramatic performance, that recreates a situation from real life. The participants in a training programme take part in the role-play and act out a situation for the purpose of further analysis and discussion.

Through role-play we can analyze a problem and identify its causes and solutions. Role-play is also useful for making comparisons between ideal and real-life conditions.

To reduce preparation time and avoid observer boredom, a role-play exercise should not be too long. The “script” or scenario should be prepared with a clear focus on the selected topic or theme.

How?

At the beginning
• Select the topic or theme.
• Identify the key points to be depicted.
• Identify the roles to be played in light of these key points.
• Prepare role-play conversations for the performers; develop materials, if required.

During the role-play
• Select performers and observers among the participants.
• Provide role-play conversations to all the performers and obtain their reactions, comments and suggestions.
• Ask performers to prepare for the performance.
• Ask the observers (other participants) to observe the role-play for the purpose of taking part in the discussion afterward.
• Introduce the participants to the role-play exercise and its purpose.
• Help the performers to act out their parts if needed.

After the role-play
• Ask observers to express their opinions or what they learned from the performance.
• Ask performers to express their opinions regarding the performance.
• Ask questions based on the theme of the performance and encourage discussion.
• Summarize the findings of the discussion.
Strengths

- It is an effective method for improving mutual relationships and developing sensitivity.
- Role-play can increase self-perception and enhance the ability to identify real-life problems.
- It is easy to organize and cost effective.
- A successful role-play leaves observers with the feeling of having seen “the real thing.”
- Participants may be easily motivated to take part.
- This method may be employed for participants of all kinds.

Limitations

- Preparation takes considerable time.
- If the role-play is not executed properly, there is the risk of a negative impact.
- If the representation is not successful, some may find it ridiculous or childish.
- Highly sensitive people may find it offensive if the roles are too similar to their actual characters.
- The impact of the role-play upon the participants depends on the capacity of the performers.

7. Case study

What?

A case study is a detailed description of events that either really happened or are products of the imagination. Its purpose is to take the participants closer to the real context of a situation or problem. Through a case study we can analyze a problem to identify its causes and solutions based on the experiences of the participants. Case studies can also draw comparisons between ideal and real-life conditions.

Case studies can be used for different purposes:

- to increase awareness of a problem
- to exchange experiences
- to reach decisions by studying a situation or an incident
- to learn from past successes and failures
- to clarify perception of the problem and the solution or results

Case studies can be descriptions of events that really happened or are imaginary but based on reality. They can be presented orally, in written form or on film. They can depict cases or situations with no identified problems, one or more problems, or a problem with multiple or alternative solutions.
How?

At the beginning

- Select the topic or theme.
- Prepare questions or instructions to help participants investigate and understand important aspects of the case.
- Decide upon the type of case and presentation.
- Prepare the case study with reference to participants’ own experiences if possible.

During the case study presentation

- Give the case study to small groups or individuals for analysis.
- Provide necessary assistance to guide the analysis in the proper direction.
- Ask participants to write down their findings on a chart.

At the end of the case study

- Ask each group or individual to state their findings.
- After listening to the views of one group/individual, let another present theirs.
- Lead the discussion in terms of the learning objectives of the training course.

Strengths

- Participants improve in their ability to analyze.
- The case study is a simple way to get a proper understanding of a situation and find the solutions to its problems.
- It creates enthusiasm and interest among the participants.
- It gives them a wider opportunity to share experiences.
- It brings real life into the classroom.
- Versatile knowledge can be obtained from a single situation.

Limitations

- Selecting a useful case can be difficult and time-consuming.
- The wrong case can lead to wrong impressions in the minds of the participants.
- The facilitator needs considerable skill in order to use this method.
- If the participants feel that the case is not a real one, their enthusiasm may diminish.
Munira’s Failure (Example of a case study)

Munira is a CLC supervisor in Bangladesh. After being appointed she was sent to Dhaka for a two week training course in training techniques.

After returning from the training she was thinking about organizing a training course in light of her newly acquired experience. Then the area coordinator of Dhaka Ahsania Mission advised her to organize a training course for the capacity development of her facilitators.

After two months of hard work, Munira developed a training course similar to the training she received in Dhaka. Twenty teachers attended the training. The participants were impressed with the various tools and techniques of training, such as games, exercises, case studies, group work, and transparencies and handouts. While evaluating the training course, everybody praised the trainer highly. Munira was satisfied with her performance.

Three months later at the quarterly coordination meeting, Munira was accused of being a complete failure because there was no sign of development at any of her CLCs.

Munira went to the centres to see the facilitators. Everyone praised the training that she had conducted. But when she asked them about the low standards of their centres they informed her of problems that she did not know about before. She was surprised to see the inadequacy of the facilitators’ knowledge and skills to do their jobs.

After returning from her visit, she became worried about the real conditions that the teachers were facing. She did not know what to do next.

Identify the causes behind Munira’s failure after analyzing the case.

8. Gallery technique

What?

In the gallery technique participants are divided into three or four groups to discuss issues related to certain topics. Each issue table is provided with a big board with chart paper attached (the “gallery”). Participants in each group discuss an issue and write down their conclusions on the chart paper before moving on to the other issue tables. Each group receives a different colour pen to identify its contributions to the charts. After writing down their comments on each issue, the participants tour all of the galleries to see what the other groups have contributed.

How?

- Divide participants into 3-4 groups.
- Select one rapporteur in each group to document the discussion on the chart paper.
- After the discussion, have the rapporteur written down the main points on the chart.
• Ask each group to use one particular colour of pen for recording their comments on each chart to distinguish their contributions from the others.

• After rapporteurs have written down the main points on their charts, have each group move on to the other groups’ sites to contribute their inputs to the respective charts.

• Have all groups return to their original positions to compile the inputs of the different groups and prepare the board as a gallery for the presentation of group findings.

• At the end request all participants to visit all of the galleries to read and learn about the findings of the other groups.

**Strengths**

• Participants can exchange their opinions and experiences with more people.

• Participants can confirm the value of their own experiences with a large number of people.

**Limitations**

• It may take a long time to finish the activity.

• Big rooms are required.

9. **Question and answer**

**What?**

This technique is very effective for obtaining information about the experiences of the participants by asking them questions. There are different types of questions:

• **Predetermined questions:** Questions are directed at a specific person determined in advance.

• **Open questions:** Questions are not aimed at any particular person; anybody can answer.

• **Delayed directed questions:** The first questions are kept open and then directed to a particular person.

Questions can be:

• **Closed:** The questions have to be answered by Yes or No.

• **Open-ended:** The questions have to be answered with some detail or elaboration.

**How?**

• Introduce the topic to the participants.

• Start asking different types of questions.

• Use a variety of types of question one after another.
• Respond to the answers by:
  - acknowledging the answer
  - summarizing the answer
  - recording the answer
  - letting somebody else summarize the answer
  - dividing the answer into several components and asking for someone to express his or her views about each

**Strengths**

• This technique helps reveal the experiences of group members.
• It highlights the feelings and opinions of a group as well as individuals.
• It facilitates the participation of the less contributing group members.
• It attracts the full attention of the participants.
• It helps explain and clarify the opinions expressed.
• It confirms that the knowledge and experiences of the participants have value.
• It increases comprehension, interest and awareness among the participants.
• It encourages group discussion and ensures more participation.
• It increases the self-confidence of the participants.

**Limitations**

• It can take up a lot of time.
• Participants may divert the discussion to another topic.
• Participants may feel embarrassed at having to answer direct questions.
III. Presentation and Demonstration Techniques

Demonstration Techniques

What?
Learning through our own experience is very effective. We learn a lot by observing and trying things out on our own, which can also be fun. During training, presentations give people an opportunity to share experiences, and demonstrations give them a chance to see or even experience new things. Through demonstration techniques, visual items such as pictures, charts, models and natural objects can be used for the purpose of learning. Demonstration helps to make learning both meaningful and realistic.

When?
This method is especially useful for illustrating the practical applications of general concepts. It can also be used to promote participatory learning through the introduction of new ideas or skills, such as making bamboo baskets, for example.

How?
• Briefly describe the objectives of the demonstration.
• Place the materials/visuals in such a way that all participants can see.
• Carry out the demonstration.
• Emphasize the key learning point(s).
• Let participants also practice the demonstration.
• Ask questions to see if participants have learned anything.
• Encourage participants to express their reactions to the demonstration.
• Let participants see and even touch the materials if needed.
• Encourage discussion related to the objectives of the demonstration.

Strengths
• Demonstration helps learners visualize the activity and also practice it themselves.
• It helps to develop skills.
• It arouses the interest of the participants.
• It can clarify various concepts and issues.
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Limitations

• It requires the right materials/visuals.
• It requires time to prepare materials/visuals and to plan the demonstration.
• It requires the appropriate use of materials to be most effective.
• It demands a skilled facilitator.

Presentation Techniques

OHP and PowerPoint presentations

What?

OHPs (overhead projectors) and PowerPoint (Microsoft computer software for presentation using texts, graphs, pictures, etc.) are very popular in current training programmes. We can use them in our programmes to visualize our main points and present them in an attractive way. This will help to make our training sessions successful and interesting. OHP sheets and PowerPoint slides can be easily used even for a large number of participants.

When?

OHP and PowerPoint presentations can be used in almost all sessions:
• to raise interest
• to visualize concepts and issues
• to get everyone’s attention
• to avoid monotony
• to avoid misuse of time
• to make the session interesting
• to ensure that information stays in the minds of participants for a long time

Things to consider while planning OHP and PowerPoint presentations:

• The content of the slides should be relevant to the subject.
• Slides should be easy to see, informative and accurate.
• Texts for the slides should be legible enough so that participants sitting in far corners can see them.
• PowerPoint slides should include pictures or illustrations relevant to the topic.
• PowerPoint slides should be colourful.
• There should not be more than 2-6 lines of text per page/slide.
• Words or phrases preceded by dots or bullets are more attractive than long sentences.
• Each line should not contain more than 5-7 words.
• Highlight important words/sentences by underlining them, making them bold or using different typefaces, type sizes or colours.
• Use various symbols for messages if participants will understand them.
• Use diagrams, graphs and maps where applicable.

Strengths
• PowerPoint slides can be easily prepared before the training.
• They can be easily changed.
• They can visualize concepts and issues.
• They can be used again and again.
• They arouse the interest of participants.

Limitations
• Presentations require time for preparation.
• They depend on electricity.
• They are relatively costly.
• They call for skilled facilitators.

* Presentations can be effective even without OHP or PowerPoint – for example, by using good reference materials, distributing handouts, etc.
IV. Practice and Exercises

What?
During training, participants should have the opportunity to try out or to practice what they have learned in order to consolidate their learning. Through practice and exercises participants become more confident about the issues and activities discussed during the training session. Through practice and exercise, the trainees are learning by doing. Practice and exercises can be either an individual or a group assignment.

The objective is to develop or improve the capacities and skills of the participants in a particular area. Practice and exercises are very useful for consolidating learning and skills, and for developing confidence among participants to do something by themselves instead of being dependent on others.

Some Useful Practice Techniques

1. Information board

   How?
   • Explain the task to the participants.
   • Ask the participants to read a specific chapter from resource materials or from any handout related to the training topics.
   • Give each participant a question that they will have to answer.
   • Have participants look through the material individually and write down a short answer to their question on a sheet of paper for display on the information board when they are finished.
   • Have participants visit and read others’ papers and make comments if any.

   The trainer can ask participants to prepare similar sheets on important issues throughout the training course. Individually or in groups, they can summarize the things they have learned each day for display on the board.

   Strengths
   1. This activity provides an opportunity to experience and learn by doing.
   2. It promotes self-study and self-initiative.
   3. It makes learners feel more confident about pursuing tasks on their own.
Limitations

1. The activity may take a long time.
2. It requires careful planning in order to achieve the desired outputs.
3. It demands self-motivation and self-discipline on the part of the trainees.

2. Preference ranking

Through preference ranking, the situation and problems of a particular area can be identified and prioritized.

Preference ranking is a very useful technique:

- for recognizing the most important issue and problem among many
- for identifying the weakest issue
- for identifying the better or best activity among others
- for identifying an activity that the participants consider to be the most important one

How?

- Distribute a ranking exercise sheet (see example on the next page) to all participants.
- Ask each participant to prioritize the items in the column for individual ranking.
- Ask them to think about causes and reasons before ranking items.
- Explain that the item with the greatest priority will be ranked first and the items with less priority accordingly will be ranked second, third, fourth, etc.
- Encourage all participants to express their opinions on the preference ranking sheets.
- Then divide participants into groups to further prioritize according to group consensus.
- After group prioritization ask each group to discuss the reasons for their choices.
- Ask each group to present its list.
- Summarize by reviewing all groups’ priorities.

Strengths

- Problems and their priority can be identified through participatory discussion.
- The attitudes of the participants may become more proactive and self-confident.
- Participants improve their thinking ability.
Limitations:

- This activity demands analytical skill from the participants.
- Participants may be reluctant to express their own opinions while ranking preferences.
- It may be difficult to summarize the results when each group and participant has very different priorities.

Ranking Exercise Sheet (Example)

Name of individual: ..............................................................................................................
Name of group: ...................................................................................................................

The following format is a checklist for assessing the effectiveness of activities during training. Please fill in the individual ranking column first, then fill in the group ranking column. Rank items 1-8 according to their effectiveness.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Individual ranking</th>
<th>Group ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Providing equal attention to all participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Conducting daily and formative evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Arranging the training venue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Organizing the concluding session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Organizing the meeting with all persons involved in training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Registering participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Maintaining eye contact with participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Documenting the proceedings of the training sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Worksheet

**What?**
This technique helps participants to put theory into practice, and to adapt and apply the knowledge and information they have acquired to actual problems and situations.

**When?**
After a thorough discussion of the issue or topic, each participant receives a worksheet and completes it in order to provide information based on his or her own experience or on practical real-life situations (see example on the next page).

**How?**
- Distribute worksheets to all participants.
- Give clear instructions to the participants.
- Ask participants to complete the worksheets individually.
- After completing the worksheets, participants may share their results in pairs to learn from each other.

**Strengths**
- Everyone can participate and assess their own learning through practice.
- Participants can clearly identify gaps in their understanding.
- The exercise ensures the active involvement of participants.
- The facilitator gets a fair idea about the outcome of the session.

**Limitations**
- It takes time to do the exercise.
- Facilitators need experience in designing an appropriate worksheet.
- The exercise demands analytical skill from the participants.
- It demands a thorough understanding of the issue by participants.
### Supervision Plan for an NFE Programme

*Example can be taken from any ongoing project.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name of project:</td>
</tr>
<tr>
<td>2.</td>
<td>Project objectives:</td>
</tr>
<tr>
<td>3.</td>
<td>Supervision objectives</td>
</tr>
<tr>
<td></td>
<td>a) Literacy related:</td>
</tr>
<tr>
<td></td>
<td>b) Poverty alleviation related:</td>
</tr>
<tr>
<td>4.</td>
<td>Planned techniques for supervision:</td>
</tr>
<tr>
<td>5.</td>
<td>Areas of supervision (issues to be supervised):</td>
</tr>
<tr>
<td>6.</td>
<td>Responsibility (who will supervise and how often):</td>
</tr>
<tr>
<td></td>
<td>Person(s):</td>
</tr>
<tr>
<td></td>
<td>Frequency:</td>
</tr>
<tr>
<td>7.</td>
<td>Record keeping and reporting system:</td>
</tr>
<tr>
<td>8.</td>
<td>Feedback and follow-up process:</td>
</tr>
</tbody>
</table>
V. Learning Assessment Techniques

Assessment helps to identify the strengths and weaknesses of the training programme and ultimately to improve it. Before devising any assessment technique, facilitators should clearly identify what they want to assess. In the case of training programmes, the following are the most important things to be assessed:

- what trainees have learned
- how well the trainers have performed
- the overall process of training
- the feelings and confidence levels of the trainees in regard to training

When?

Assessment can be conducted at different stages of the training programme. It can occur at the beginning, the middle or the end.

Types of Assessment

Generally there are three categories of assessment that can be employed:

- Self-assessment or individual assessment
- Group or participatory assessment
- External assessment

1. Self-assessment or Individual Assessment

Through this technique each individual (including organizers, trainers and trainees) makes an assessment of his or her own performance and achievements. Self-assessment may take place both during and at the end of a training programme. The following tools may be used for self-assessment:

a) Standard questionnaire or checklist

This questionnaire or checklist can be prepared by the organizers taking into account the expected outcomes of the training. Each participant can fill out this checklist. One example of such a checklist would require participants to rank aspects of the training as A, B, or C, or as bad, good, very good, or excellent.

Another example is the “mood meter” (see 2c on the next page).
b) Personal responses

We can ask participants to write down on a sheet of paper their personal reactions to and experiences during the training programme. These reflective notes can be very useful in assessing the personal, emotional and qualitative aspects of training. They can be displayed around the walls of the training room.

c) Pre and post test

This technique is usually used for individual assessment through the application of a standardized test or questionnaire. This kind of assessment is common when the training programme leads to certification. It usually occurs at the beginning and at the end of training in order to compare individual learning achievement over time.

d) Interview

Interviews can also be used for individual assessment. A group of trained facilitators may be assigned with the task of interviewing the trainees and trainers on crucial issues related to the impact of training. An in-depth interview method would be very useful in assessing the qualitative aspects of the training.

2. Group Assessment

a) Discussion

Using this method, the participants sit in groups of 8-10 members and assess the impact of the training programme with the help of a facilitator. The discussion should be centered on a set of questions or issues prepared in advance by the organizers or prepared by the participants themselves. Participants can use a whiteboard or chalkboard to list the main strengths and weaknesses of the training programme. The list may be prioritized as a summary of the final assessment of the group.

b) Interview

Group assessment may also be conducted through interviews. Two or three facilitators may be assigned with the task of interviewing the participants on the basis of a questionnaire prepared in advance. After interviewing the group members, the facilitators compile their views for final assessment. They can present their final assessment results to the group for their comments.

c) Mood meter

The easiest method to measure the reactions of participants (in terms of their feelings) is to use a “mood meter.” Usually this contains three columns to record three levels of reaction from sad to happy for each topic. The mood meter is also helpful for indicating the success of a particular topic at the end of each session or at the end of the course. Here is an example:
3. Confidence Mountain

A similar method can be engaged to assess the rise and fall in the confidence level of the participants at the end of each session or at the end of the course. Participants may be asked to express changes in their confidence levels using the figures of mountains. A big mountain represents a considerable rise in confidence and a small mountain will represent little improvement. Flat land means there has been no change at all. This chart can be maintained individually or by groups.