

A MANUAL AND RESOURCE BOOK FOR POPULAR PARTICIPATION TRAINING

**VOLUME TWO
SELECTED EXAMPLES OF INNOVATIVE TRAINING ACTIVITIES**



UNITED NATIONS

Department of Economic and Social Affairs

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CONTENTS

VOLUME TWO

SELECTED EXAMPLES OF INNOVATIVE TRAINING ACTIVITIES (EX)

<u>Chapter</u>	<u>Page</u>
INTRODUCTION TO THE EXAMPLES	1
I. COMMUNITY DEVELOPMENT IN THE CENTRAL AFRICAN EMPIRE (EX-I CD)	3
II. COMMUNITY DEVELOPMENT IN CANADA (EX-II CD)	5
III. COMMUNITY DEVELOPMENT IN SAUDI ARABIA (EX-III CD)	7
IV. EDUCATION IN TURKEY: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING (EX-IV CD)	11
V. FAMILY PLANNING IN INDONESIA (EX-V FP)	13
VI. RURAL DEVELOPMENT IN HONDURAS (EX-VI RD)	15
VII. RURAL WOMEN'S DEVELOPMENT AND PARTICIPATION IN THE PHILIPPINES (EX-VII WD)	18

CONTENTS (continued)

Space in which user may list new examples

Chapter

Page

INTRODUCTION TO THE EXAMPLES

This volume of the Manual is designed to disseminate brief information on innovative training activities that promote popular participation in development programmes in a variety of national, institutional and cultural circumstances. A standard format has been developed to facilitate the regular incorporation of new examples of training programmes to increase the exchange of knowledge and experience.

As new material on ongoing programmes is added the resources for planning and implementing new activities will be increased and trainers will be able to exchange specific information in productive ways.

The uses of the material in Volume Two

There are many ways in which this volume of the Manual can be used. By examining the different activities described it is possible to obtain some idea of the kinds of training being conducted in different countries to meet the needs of popular participation. The initial examples provided here are limited by the availability of materials at headquarters. As the volume is expanded by contributions, it will reflect the growing body of different ongoing training activities from which it will be possible to select and adapt elements that can meet a trainer's needs in the planning and conduct of training programmes.

The training activities described in this volume may also be examined in conjunction with the training needs matrix (Volume One, figure 2). Once some basic needs have been selected, this volume of the Manual may be reviewed to determine whether there are similar programmes that could be adapted to those needs that a trainer finds in his own environment. Table 4 in Volume One contains further illustrative examples of how programmes described in this volume of the Manual fit into the training needs matrix.

The listing of the sponsors of training programmes also provides the opportunity for trainers to enter into direct contact and to exchange information on problems and activities in a way that will be mutually beneficial.

The expansion of this volume of the Manual depends upon those who are directly involved in training programmes. The present examples were drawn from limited information and serve only to show the manner in which the format established here can be used to describe existing programmes. Trainers who use this format to describe their own programmes can bring much more pertinent and detailed information to the Manual when they describe them according to the established format.

Readers are requested to follow the format as closely as possible so that the information provided will be relatively standard for each training activity listed. Comments on the format and suggestions for its revision are continually being sought. After that, new activities will be added as they are received and as the available information makes possible the description of new and innovative training activities.

The format

In order to encompass the range of possible innovative training activities the following format is suggested. Please note that the specific techniques referred to in item 6 are keyed to the training needs matrix (Volume One, table 2).

1. Field and country

(Some standard field code designations are under consideration in anticipation of possible computerization; however, for the moment this matter has been left open to ensure that a full descriptive title can be used if necessary - note some of the examples.)

2. Identification of the resource

(The information given here will include the nature of the training activity, its clientele and the context within which the activity took place. It may also include the frequency of courses or their dates or data on publications of materials or other relevant information.)

3. Sponsor

(The name given here could be that of the originator or the user. It is given in order to provide a means by which the reader may obtain further information. If possible, a specific contact should be named in order to facilitate obtaining more information. In many cases both the originator and the user can provide important materials and comments about the planning and conduct of the activity.)

4. Methods used

(This section should include a short clear description of standard methods, training objectives and methodological theme or themes and of the structure of the activity and the materials and resources used. This information, too, has been examined for the possibility of conversion to descriptors but the nature of the material has not permitted this as yet. Special conditions or particularly innovative methods generally have to be described in narrative form, especially since innovation is a requirement for inclusion in the category.)

5. Comments

(It was found necessary to invite comments since training efficiency and effectiveness in the varied circumstances or popular participation training are often based on taking advantage of special opportunities or resources or on some special creative initiative that may influence the transferability of the activity.)

6. Specific techniques that relate to popular participation training

Those related to understanding the problems
Those related to capacity building
Those related to attitudes and values

I. COMMUNITY DEVELOPMENT IN THE CENTRAL AFRICAN EMPIRE

- Field and country : Community development in the Central African Empire (CD).
- Identification of resource : The Damara Training Centre of the Central African Empire has a two-year course for the preparation of community development workers. This course provides a credential that qualifies the trainee to work in national village programmes. The course screens young graduates of secondary schools and trains them for work as multipurpose workers in the country's integrated rural development programmes.
- Sponsor : Centre de formation au développement communautaire, Institut national d'enseignement médico-social et de santé publique, Bangui, Empire centrafricain. Ministère de la santé publique et des affaires sociales, Empire centrafricain.
- Methods used : The candidates are originally screened and then given a probationary period of three months in the villages. During these months they spend one day a week in the Centre and the rest of the time familiarizing themselves with the problems of the villages and doing village studies. In the remaining part of the first year they have regular courses consisting of lectures, laboratory work and field trips to the villages. Some group dynamics and discussion methods are used in a wide variety of courses ranging from arithmetic to nutrition to audio-visual techniques. During the second year they concentrate on more theoretical material and the training emphasizes group dynamics and interaction. The final stage of the course is three months in the field for supervised training.
- Comments : The probationary period seems to have insured that the candidates are able to deal with the environment and work with the villagers. The continuous contact with the field and the final field training are reported to have provided candidates who are well aware of the problems they face and have experience in conducting programmes prior to their actual work in the villages. There are no reports as yet about their performance on the job.

Specific techniques that relate to popular participation training

- Understanding the problems : The probationary period in the villages is the most significant element of the training in understanding the environment prior to undertaking the training proper. The final supervised work period also means that the trainee learns to apply his knowledge in the environment before assuming his duties.
- Capacity building : The course structure provides a foundation in the basic skills that are required for work in the village and gradually moves towards the more theoretical understanding of the process of community development. The process of doing probationary work in the field, before acquiring basic knowledge, then studying theoretical material and then having supervised field training is a structured approach to building and testing capacities prior to their application. There is a manual for the study of the village environment that assists in developing the specific skills necessary for village workers.
- Attitudes and values : The course is reported to influence the attitudes of the participants because of its structure. Group dynamics and interaction are mentioned as integrated parts of the course but no specific techniques have been cited.

II. COMMUNITY DEVELOPMENT IN CANADA

- Field and country : Community development in Canada (CD).
- Identification of resource : Community self-study seminars were initiated by a continuing education division of a college in four Canadian communities, in co-operation with a national council. The work was begun in 1969. The communities varied from suburban to rural. The college was trying to vitalize and expand its extension education and devised the self-study seminars as a way to best use the resources of the college for community development. The communities had to be willing to request assistance and to develop the capacity to continue their activities, using the college as a resource centre. The college developed a pattern of requirements, a series of activities and some follow-up procedures related to the self-study programme. It was a 12-week programme; further action by the college depended on what results had occurred in that time. The emphasis was continually on the mobilization of community resources.
- Sponsor : Algonquin College of Applied Arts and Technology, Ottawa, Canada, with grant support from the Canadian Council for Urban and Regional Research. See Arthur Stinson, "An educational approach to community development" in James A. Draper, Citizen Participation: Canada (Toronto, New Press, 1971), pp. 247-264.
- Methods used : The programme begins with a community meeting following a request by individuals or groups to the college. The meeting defines initial willingness to take action, through questionnaires and discussions of ways in which major community problems can be investigated and remedial action taken. The meeting also defines the role of the college in the self-study seminar and the division of costs and responsibilities with the community groups. The self-study seminar is a 12-week programme consisting of six formal sessions at which both plenary and small group sessions are used. Follow-up depends on the community. The college serves as a resource centre for training or the conduct of plenary sessions for the 12-week period. Small groups focus on data gathering and discussion. These groups and activities are the responsibility of the community leadership. The college has developed a structure for six sessions which starts with problem assessment and ends with plans for action and the assignment of responsibilities among community groups. Thereafter, the college can continue to provide educational or training resources of a specific nature as the community requests them. The college evaluates its activities on the basis of the independent community action that is generated.

Comments

: The college reports considerable success with the first four communities, citing the creation of organizations to deal with specific problems, the hiring of people, attendance at community meetings, increased awareness of facilities and greater participation in community activities. For an over-all analysis of the benefits to the college, the development of a model for college-generated community development activities and the impediments which still remain to be overcome. See the article by Arther Stinson referred to under "Sponsor", above.

Specific techniques that relate to popular participation training

Understanding the problems

: An open meeting was held by the college in co-operation with community leaders to raise the major problems of the community, bring about awareness and emphasize the importance of seeing the problem in its political, social and economic dimensions. Group process approaches were used to assure the airing of major issues. Questionnaires were also used. Small groups were formed to raise problems, to take responsibilities for gathering information and to crystallize discussion on given issues.

Capacity building

: It was assumed that there were a variety of professional skills in the community, so most capacity-building training was centred on communication skills. Some training was focused on information-gathering capacities and some on problem solving (see the training needs matrix (Volume One, table 2) for approaches and techniques related to problem solving and communications). The college provided some specific training when requested (for volunteer librarians, for example).

Attitudes and values

: No specific techniques were used for the training of attitudes. However, group process approaches were used to minimize conflict on major issues and to locate bases for arriving at agreed-upon courses of action; the group process approaches also provided such training as was necessary to make the small groups function.

III. COMMUNITY DEVELOPMENT IN SAUDI ARABIA

Field and country : Community development in Saudi Arabia (CD).

Identification of resource : The Community Development Programme in Saudi Arabia is an integrated approach to major community needs. Its general objective is to accelerate the process of social and economic amelioration of the community through the co-ordination of government services and local efforts. It also aims at the development of self-reliance in the approach to some community problems, through joint efforts. The programme is basically a quadripartite partnership in which the Ministries of Agriculture, Health, Education, and Labour and Social Affairs co-ordinate their efforts to implement the Community Development Programme in the community development centres located in different regions of the Kingdom. In 1970 the Ministry of Labour and Social Affairs, on behalf of the Government, signed an agreement with the United Nations to establish the Centre for Training and Applied Research in Community Development in Diriyah near Riyadh, the capital of Saudi Arabia, to train community development workers in the fields of agriculture, health, social work and adult education and to conduct such research work as is conducive to community development. The project manager heads a team of nine United Nations experts in applied research and evaluation, training and field work, agriculture extension, literacy and adult education, rural industries, co-operatives and women's activities. The Centre for Training and Applied Research has a variety of courses in different fields of community development work, ranging in duration from two weeks to nine months. The main course is the nine-month course in community development leading to the Diploma in Community Development. Trainees attending the course are graduates of technical institutes of social work, agriculture, public health and teachers training who are engaged in field work with the ministries concerned.

Sponsor : Centre for Training and Applied Research in Community Development, a joint project between the Ministry of Labour and Social Affairs in Saudi Arabia and the Office of Technical Co-operation of the Department of Economic and Social Affairs of the United Nations Secretariat. For more details on the training programme contact Centre for Training and Applied Research, Diriyah, Riyadh, Saudi Arabia.

Methods used

:

Trainees are nominated by the four Ministries participating in the Community Development Programme and represented in each of the community development centres located in urban and rural areas; then the trainees are screened by the technical board of the Centre for Training and Applied Research. In order to enable community development workers to apply the knowledge, principles and methods of community development in different communities, the training programme contains three co-ordinated types of training: classroom, field training and supervised field visits. The classroom studies are designed to assist trainees to acquire basic knowledge through lectures, seminars, discussions, reading assignments, films and exercises. These studies are divided into two parts: the first is concerned with general aspects of community development and is meant for all the trainees attending the nine-month training course; the second is designed for each of the four groups attending the course from the Ministries of Agriculture, Health, Social Affairs and Education is called specialized studies and is taught by specialized United Nations experts. Each group is exposed to a reasonable amount of knowledge relevant to community development work. All these studies are geared towards giving trainees a better understanding of new ideas and practices and of the role of each subject in achieving development targets, with emphasis on practical training to acquire the skills necessary in their fields of work. The field training is designed to be of a laboratory nature; in it trainees are able to practise the application of the knowledge and concepts presented in the theoretical studies. This type of training includes the identification of local needs, the strengthening of good relations with individuals and groups, the preparation of studies, the collection of data, the understanding of the processes of planning, the execution and evaluation of projects and the organization of the people for active participation and self-help in development programmes. Thus trainees acquire skills in studying the situation, problem-solving skills, organizational skills, leadership and human relations skills and skills in the conduct of some community projects. The field training is organized in two parts: (1) the introductory field training in selected villages for 13 weeks, with two days per week in the villages and the rest of the time in the classroom in order to maintain feedback and (2) the intensive field training for nine weeks in a selected rural areas. A field training manual has been prepared to describe methods of identifying local communities and studying their various aspects and needs. The supervised field visits are designed

to expose trainees to community development programmes in a variety of development situations. Through these, trainees can gain a larger perspective on the problems and approaches of community development at the local, regional and national levels. The role of audio-visual aids is well recognized in the training programme. Trainees develop skill in the use and production of audio-visual materials.

The following percentages show the proportionate distribution of the different parts of the training programme:

- (a) Theoretical studies and related field visits: about 37 per cent;
- (b) Field training: about 50 per cent;
- (c) Practical training in audio-visual methods: about 8 per cent;
- (d) Social, cultural and athletic activities: about 5 per cent.

An evaluative study is usually conducted at the end of the course to assess the programme from the trainees' points of view. It is planned that the Diploma in Community Development will not be granted to any trainee attending the training course until he has worked on a special assignment for six months in the job he takes up after completing training. This is a follow-up system to measure the effectiveness of the training programme.

Comments

: United Nations reports, progress reports and assessment by trainees indicate both the adequacy and the effectiveness of the training programme. The field training is reported to have provided trainees with methods and techniques for dealing with local people and handling the problems they face. Several achievements have already been realized in the fields of training, research and technical consultation to the Ministries concerned. Thirty six training courses ranging from two weeks to nine months' duration were conducted by the Centre. The number of trainees exceeded 950, including those at community development centres, directors, and social, cultural, health and agricultural specialists. Other seminars and conferences were held for staff personnel in specific fields of work and for local leaders.

The findings of several researches, surveys and field studies that were carried out during the past period have been utilized in the improvement and development of the training programmes and of other programmes implemented by various ministries.

Specific techniques that relate to popular participation training

- Understanding the : The field training provides the backbone of the problems : training course. This is because trainees are to be acquainted with existing situations and with the methods for the identification of problems, the setting of priorities, and the reaching of possible solutions; they are to know how to conduct community projects in close co-operation with local leaders and under the supervision of United Nations and national experts. Trainees exchange ideas and experiences periodically in group meetings attended by the technical staff of the Centre.
- Capacity building : Trainees attending the nine-month training course have a number of years of experience (between 5 to 10 years) and some skills in their substantive fields. Throughout the training period, the learning process is geared towards the development of skills in research techniques, studying local situations, dealing with specific problems and the planning, implementation and evaluation of some community projects. Moreover, the production and use of audio-visual aids is given considerable attention and trainees are able to develop and acquire adequate skills.
- Attitudes and : Group dynamics and team work and the identification values : of local needs and the active participation of local leaders are integrated parts of the course. The development of new attitudes in conformity with the new methods and techniques is encouraged, through discussions, the production and utilization of audio-visual aids, supervised field visits, the reporting of research techniques and the exchange of ideas and experiences.

IV. EDUCATION IN TURKEY: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

- Field and country : Education in Turkey: functional education for family life planning (CD).
- Identification of resource : These training activities in literacy and family life planning are carried out in Turkish villages, using individualized curricula and manuals by which trainers can conduct the training. Training is designed to develop literacy through practical approaches. The clientele consists of small farmers and villagers. Originally the courses were carried out in five provinces; later, the materials and approaches were modified by the comments on and experiences during the courses. The materials are available in Turkish or English.
- Sponsor : Directorate General of Education of the Ministry of Education of Turkey, with the co-operation of World Education, Inc.
- For further information, either the Ministry in Ankara, Turkey, can be contacted or World Education, Inc., at 1414 Avenue of the Americas, New York, New York.
- Methods used : The specific curricula that have been developed are based on the actual conditions of Turkish villages. The topics covered include cattle, corn, cotton, vegetables, home economics, sheep, tobacco and wheat. Trainees can elect the specific course manuals they wish to use. The approach uses story-telling; this takes advantage of the fact that Turkish villagers gather in groups to listen to the radio or to readers. It assumes that the problems and the impetus towards modernization that are created by dramatic open-ended stories will not only bring the villager to the point of demanding information on how to improve his life but also encourage him to learn to read the pictures, captions and materials that are made available in the programme. Syllable charts are also available so that farmers can begin to learn reading skills and to write.
- Comments : The initial survey evidenced the community's interest in economic activities and family planning. The training course is based on extensive research into village problems and conditions; results are examined regularly in order to evaluate both content and literacy progress.

Specific techniques that relate to popular participation training

- Understanding the : The story-telling approach based on real life problems : situations brings about identification, for the literacy workers and for the villagers, with the problems revealed, heightens the relevance of the literacy study and increases the understanding of the actual conditions that farmers face. In the training of instructors, the fact that reading aloud or listening to the radio is a common activity in groups increases the trainer's understanding of the kinds of situations he will encounter and enables him to take advantage of them.
- Capacity building : Each session has specific content about a selected subject; therefore the farmer is learning to use better practical techniques as well as learning how to make captions on pictures and gradually attaining some literacy skill. The creation of demand for more material in the substantive areas also involves the farmer in learning new methods of dealing with farm problems as well as in increasing his skills in literacy.
- Attitudes and : The stories that are provided are filled with the values : conflicts and problems of the people with whom the farmer can identify. They are also filled with little incidents in which traditional attitudes are discussed openly and in which some prestigious persons with traditional attitudes are influenced by other prestigious persons with modern attitudes. By capitalizing on the standard pattern of villagers' listening to public reading and by incorporating modern ideas into the literacy workers' stories, as well as by providing the opportunity for villagers to learn to read the captions of pictures illustrating village life and eventually to build the syllables of important words that he needs, the literacy worker gradually involves the farmer in a learning process that is based on his own attitudes and needs. The variety and the reality of the attitudes discussed allow the farmer to examine his own and other's attitudes.

V. FAMILY PLANNING IN INDONESIA

- Field and country : Family planning in Indonesia (FP).
- Identification of resource : Special multimedia materials have been prepared for the training of family-planning field workers in Asia. This kit has been used in Indonesia. The trainees are field workers co-operating with the Government and with a planned parenthood association. The programme is a long-standing one with extensive family planning clinics and broad needs for training field workers. The materials are planned so that they can be used as they are needed by different organizations.
- Sponsor : Materials are prepared by the International Planned Parenthood Federation, 18-20 Lower Regent Street, London, SW1 Y 4PW. More information on the course is available from Indonesian Planned Parenthood Foundation, Djakarta, Indonesia.
- Methods used : The entire kit can be adapted to a variety of specific uses. A 16 mm film is shown first. This is followed by a film strip and a cassette tape that illustrate each task and explain the material. In addition, the trainer has a guide to help him establish the detailed objectives of the use of each frame, the general objectives of each task, the methods of presentation and the available methods and materials that may be used to make the training effective. Also included are training monographs showing the cassette script and summary sheets that the trainee can use as a reminder of the course content.
- Comments : The material has been carefully prepared and pre-tested. The films and the cassettes and the other materials are well integrated and make a total training package. There are no specific records of the results of the courses that have been given; however, these have been requested.

Specific techniques that relate to popular participation training

- Understanding the problems : The combination of films, film strips and specially prepared materials taken from the country itself provide a clear understanding of the job the field worker has to do, the kinds of opposition to be met and the specific tasks involved as they relate to the particular environment of the country. The use of local language and local experiences to illustrate problems increases the effectiveness of the material.

The way in which the descriptions are phrased and the suggestions as to maps and some solutions to specific problems relating to resources also provide knowledge of the environment and encourage field workers to increase their knowledge of the situations they encounter.

Capacity building :

The materials are very strong on task definition and on the establishment of the techniques, materials and approaches integrated into each unit. The trainer's guide lays out clearly the requirements and the training objectives for each unit. Both the trainer and the trainee are given carefully prepared materials that increase the users' skills if they are used according to instructions. Sample materials are provided and exercises and audio-visual aids are suggested; specific information is given on each one. Field visits are also recommended. Programmed instruction methods are also suggested.

Attitudes and values :

The suggested methods in each unit include the establishment of training situations in which the attitudes and values of the field worker and those of the clients are carefully explained. There are exercises that include group processes, role playing and incomplete case histories; group discussions with the leader, too, are designed to explore attitudes and values.

VI. RURAL DEVELOPMENT IN HONDURAS

- Field and country : Rural development in Honduras (RD).
- Identification of resource : Reports on training courses and seminars for persons engaged in various aspects of rural community development in Honduras describe a diverse set of training activities that are integrated with the conduct of the rural development programme. The clientele consists of government personnel, ranging from senior level to village level workers in a variety of fields, including agriculture, nutrition and community development. The National Welfare Board is working with the National Planning Board and with different government ministries in implementing development projects in co-operation with the United Nations. The projects cover a broad geographical area and address varied local and national problems. Most training programmes are carried out in the field.
- Sponsor : National Welfare Board of Honduras in co-operation with the United Nations.
- Methods used : The courses appear to be integrated with the work of the National Welfare Board. Methodologically they draw from the approaches of motivation training (AP-VI MT) and from group dynamics (AP-IV GD). They often include field training (AP-III FT). The duration of the courses ranges from three days to three weeks.

Trainees are incorporated into the process of setting objectives. Frequently courses are held in the area where the work is being carried on and field work is often intrinsic to the trainee's work situation. Thus the training appears to be an integral part of the planning and implementation process. The substance of the courses emphasizes the incorporation of work problems and the planning and organization of future activities. The sequence of the training courses is planned to meet the specific needs of the people in the programme at the stage of activity in which they are involved. The techniques are eclectic, being drawn from several approaches, and the courses are designed to develop a high level of motivation and identification with the village people and their problems.

In the short courses (3 days) the training has several aspects. The first aspect is the obtaining of a commitment from the group and an understanding from each trainee as to what he expects to accomplish

in the course and what he expects of himself and of the teacher. This culminates in a contract with the trainer at the end of the first day. The second aspect is training for self-understanding and for the use of that understanding in the development of group effectiveness. The third aspect is understanding the nature and use of power. The fourth aspect is building an awareness of motivation. Training towards each of these objectives involves the use of lectures, discussion and exercises. The longer courses provide training towards the same objectives; this is supplemented by field work, analysis and the planning of programmes to be accomplished after the trainees have returned to their jobs. What appears to be significant about the training is the degree to which the trainees are incorporated in the planning of the course, in the development of a commitment to the objectives of the course and in the development and application of skills to real problems. The key factor appears to be that frequently the courses are held in response to particular problems as they develop.

Comments

: United Nations reports, local reports and preliminary evaluations indicate both efficiency in training and an increase in the effectiveness of the programme, including greater voluntary inputs by local people in the areas in which training has been accomplished.

Specific techniques that relate to popular participation training

Understanding the :
problems

All courses are given in the field. The trainers visit and become familiar with an area and its problems (a United Nations adviser was stationed in the country and local trainers are on the staff).

Trainees are encouraged to bring local problems to courses and the method encourages their discussion; field work is often included in training. Awareness building is encouraged both through the listing of problems and opportunities and through the encouragement of an exchange of information between different trainees (see "Force field analysis", TE-I-4 UP).

Capacity building :

Trainees are assumed to have some skills in their substantive field and resource persons are used to help them increase these skills. Field experience is used to build capacity in dealing with specific problems: trainees are given specific assignments in planning, budgeting community surveys, analysis of problems, cost estimation and assessment of community resources.

Attitudes and
values

: Motivation techniques include "Ring-toss"
(TE-III-8 AV), listing of personal objectives,
analysis of leadership styles and contracting with
the trainer for conduct and accomplishment during the
course. Group process techniques include "Role playing"
(TE-III-1 AV).

VII. RURAL WOMEN'S DEVELOPMENT AND
PARTICIPATION IN THE PHILIPPINES

- Field and country : Rural women's development and participation in the Philippines (WD).
- Identification of resource : The Philippine Rural Reconstruction Movement, in co-operation with World Education, Inc., is testing out some hypotheses on the training of rural women by developing, conducting and evaluating a technical workshop, using an area in which it has been difficult to work with rural women. For their pilot project, the organizers directed their activities towards rural women aged 16-35 (actually, many were older). The workshop for the women lasted 10 days; it was preceded by 4 days preparation for the trainers. After months of preparatory work, follow-up study and evaluation, the organizers have outlined the entire process in a detailed report that has ample annexes presenting the results and the materials used. The work was carried out from January to May 1975. The whole project constitutes an example of a training course, a way to train trainers, a way to incorporate local people in training programmes and a means of testing hypotheses regarding the efficiency and effectiveness of training.
- Sponsor : Philippine Rural Reconstruction Movement, Manila; World Education, Inc., 1414 Avenue of the Americas, New York, New York (for report).
- Methods used : The process was broken down into four stages:
(1) Baseline studies, (2) Technical workshop,
(3) Follow-up field studies, and (4) Evaluation;
these stages involved the following activities:
- (1) Gathering the necessary data, preparing the materials and selecting the villages;
 - (2) Conducting the training of trainers and holding the workshop itself;
 - (3) Gathering direct information on the conduct of the work and compiling it for effective understanding and evaluation; and
 - (4) Evaluating the hypotheses that were originally put forward.
- The hypotheses on which the project was based are (a) that techniques can be developed to reach rural women unwilling to come to classrooms, (b) that economic content will increase the relevance and usefulness of the education received and (c) that if a learner's ideas are directly incorporated into the curriculum

and materials and she actively participates in the process, she is more likely to attain the desired attitude and develop the desired behavioural changes.

Another point that emerged was that trainers could be trained by using the same techniques as those used with the trainees.

Since the research instruments and materials were locally developed and tested, there were many opportunities to modify the programme as it progressed; also, the trainers were given flexibility in the application of the materials. The training course for the trainers was a four-day live-in planned programme, using material developed for the workshop. The trainers were supported with a wide variety of these specially developed materials and also by resource people who had been recruited from local agencies as well as from the Philippine Rural Reconstruction Movement. Although consultants from World Education, Inc., helped develop the programme, the workshop was carried out by local trainers (called facilitators). For support and assistance, facilitators maintained continuing communication with consultants. The workshop utilized modern equipment such as polaroid cameras, tape recorders etc. and very simple photographs, posters, cardboard devices and drawings. The initial effort was devoted to finding where the women gathered in the village and getting them to talk about their problems. Efforts were made to get women to focus on what they considered the important problems and to decide on what subjects would be treated and what actions would be taken. This was because an initial objective was to involve the women in the planning and organization of the training. Other objectives included testing the value of the materials in helping the women to build an awareness of themselves, an understanding of their problems and the capacity to make decisions about what they needed and what they were able to do.

Comments

:

This rural development activity was obviously a pilot one designed as a demonstration of training procedures as well as a research project. The research results will be forthcoming in future publications of World Education, Inc. The amount of effort given to a short workshop was great; however, the results appear to be applicable nationally and also in other countries if similar procedures are followed. The hypotheses tested and the number of techniques used were so numerous that they will not all be reviewed here. Both the trainee-centred approach and some of the techniques that were used are referred to in other volumes of the Manual.

Specific techniques that relate to popular participation training

(Note: Because the techniques that were used with the trainers and that the trainers used in turn with the trainees were very similar, the following remarks refer to both groups.)

Understanding the : Among the important techniques used to develop
problems understanding of the problems were:

Writing down what rural people are like and then writing down what a specific rural person the trainee knows is like and discussing the difference;

Interpreting serialized posters (see TE-I-7 UP) and different photographs for an awareness of differences in perception;

Comparing their own estimates of adult illiterate perception with actual research results;

Using open-ended problem stories as a basis for discussion; and

Using non-directive discussion to explore conditions, situations and problems.

Capacity building : For the trainers, capacity building focused on examining their own interactions with village women to be sure that the women's participation had been maintained. The fact that data for future analysis were sought and that participation by learners was a critical objective that required planning involved trainers in much reporting; however, they were introduced to training techniques by participation.

The availability of the resource person, when needed, was a key technique in capacity building; however, such a person was only called on when the group requested information. Many of the capacity-building exercises were concerned with self-awareness and attitudes, since the problem was determined to be one of a lack of confidence on the part of village women in their knowledge of their own problems and how to obtain assistance.

The technique of "Problem-solving posters" (TE-II-2 CB) was used to build capacity and "The impertinent PERT chart" (TE-II-3 CB) was used to teach the skills of planning and implementing.

Attitudes and
values

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Trainees were asked to write different materials on their present situation, describe what they would like to accomplish in five years and discuss their objectives in terms of their environment.

A "Flexoflan" was devised to promote stories and discussions; a flexoflan is a figure that can be placed on a flannel board in different postures representing different actions. Open-ended problem stories based on village life were also used. Games of perception and other techniques were used to generate self-awareness and uncover common attitudes. The report referred to under "Comments", above, will give a detailed account of the techniques that were used and how they were integrated.