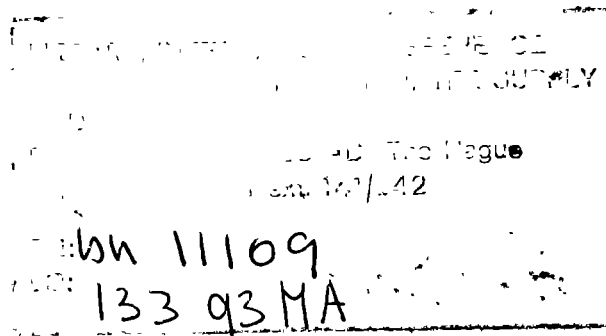




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**MANUAL**  
**FOR TRAINING**  
**RURAL EXTENSION WORKERS**



**Prepared for** : **Directorate of Rural Development**  
**Ministry of Agriculture, Water and Rural Development**  
**Namibia**

**Prepared by** : **Martin L Byram**  
**Imelda M Molokomme**

**February 1993**

*FIRST EDITION.*

*This manual was produced by the Rural Extension Materials Unit Directorate of Rural Development, with the assistance from UNICEF.*

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## **ACKNOWLEDGEMENT**

The production of this manual has been a team effort. We are grateful for the advice and suggestions we have received on the different drafts. Our particular appreciation goes to Adelheid Soroses and Adelheid Iken at the Directorate of Rural Development, and to the staff at UNICEF-Namibia for their continuous encouragement throughout.

Chief Rural Extension Officers and some of the Rural Extension Officers gave helpful comments on the final draft.

Graphics are by Amanda Page, Evarst Mtota and Orr ...



## REFERENCES

In preparing this manual we have drawn extensively on the experience gained from the 1991 and 1992 Household Food Security Training activities organised by the Directorate of Rural Development and sponsored by UNICEF. We have also benefited from the ideas and training principles outlined in a number of books. In some cases we have adapted training exercises and handouts. In particular, we have referred to the following sources:

- \* **Modules for Training Extension Workers with Handouts**, by Martin Byram, Centre for International Education, University of Massachusetts 1986.
- \* **Training Guide to Communication Skills for District Land Use Planning Units**, compiled by M L Byram, R Kidd & I Molokomme, Ministry of Local Government & Lands/SIDA, Botswana 1991.
- \* **Let's Build Zimbabwe Together: A Community Development Manual**, Ministry of Community Development and Women's Affairs, Zimbabwe, 1989.
- \* **Training for Transformation: A Handbook for Community Development Workers**, 3 volumes, by Anne Hope and Sally Timmel, Mambo Press, Zimbabwe, 1984.
- \* **Tools for Community Participation. A Manual for Training Trainers in Participatory Techniques**, by Lyra Srinivasan, PROWESS/UNDP Technical Series Involving Women in Water and Sanitation, 1990.
- \* **Let's Speak English. Trainers Guide**, compiled by M L Byram and I Molokomme, Ministry of Education and Culture, Windhoek, 1992.

## **INTRODUCTION**

Improving household food security is a major aim of the Directorate of Rural Development. The Directorate's activities are geared towards improving staple food production, supporting nutrition programmes, promoting clean water and sanitation facilities, reducing women's work load, introducing appropriate technology and supporting income generating activities.

Rural Extension Workers are key workers in carrying out these activities. It is the Rural Workers who are directly involved with communities, households, individual families and various groups. The success of the programme, which is aimed at helping people find ways of improving their standard of living, rests on a day-to-day basis on their shoulders. They have the task of getting people to accept new ideas, to actively participate in development programmes, and to take responsibility for making changes that will better their lives.

To be effective in this task Rural Extension Workers not only have to be knowledgeable about household food security topics, but have to be good communicators. They have to be effective at motivating people, explaining ideas and information, and arousing interest.

This manual is primarily designed as a guide on **how to train** Rural Extension Workers, to be effective communicators and facilitators. It is also hoped that it be of use in training other extension workers whose job it is to help rural communities. The Manual is meant to help you, the Trainer, provide appropriate training for these field workers.

In this manual you will find information and suggestions on:

- how to be an effective trainer
- how to organise a training workshop for Rural Extension Workers
- how to conduct each of the workshop sessions on communication skills

The guidelines for each of the workshop sessions tells you about:

- the training objective for that session - what you are aiming to teach people
- the training methods - how to do the training
- the content - the main points that you will need to cover in that session
- the training materials - what you will need for that session

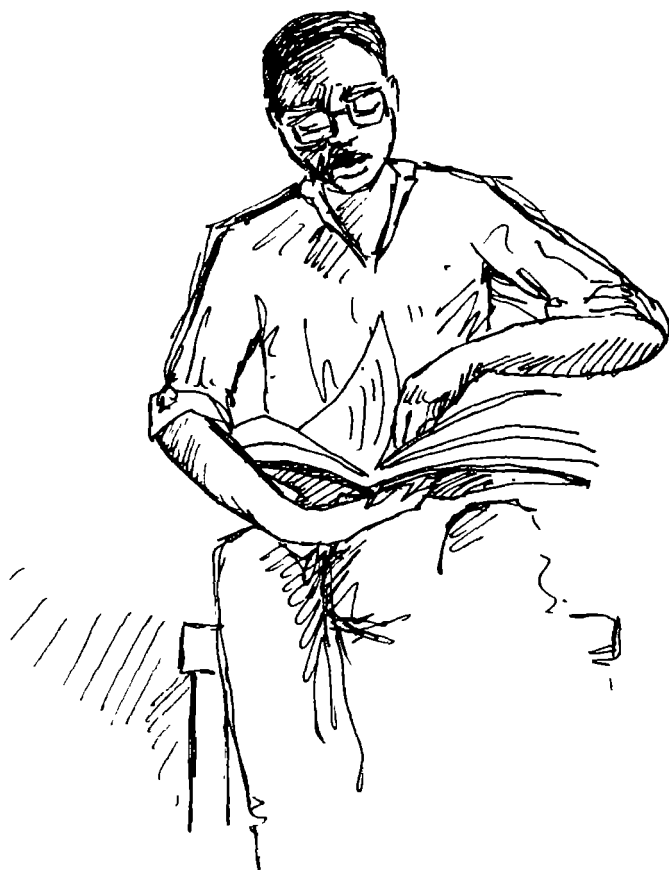
The Manual is divided into four modules. These modules are:

- ◆ *Communication Skills*
- ◆ *People's Participation and Motivation*
- ◆ *Household Food Security - Basic Concepts*
- ◆ *Training Methods and Teaching Aids*

At the end of each module there is a 'Teaching Aids' section. There you will find handouts, case studies, critical incidents, connected with the training activities in that particular module. You can use these as they are, modify them to suit your situation, or, if you wish, create your own training materials.

At the beginning of each module there is a sample timetable. These timetables are only guidelines and you should adjust them to suit the needs of the group you are working with.

You may want to organise a separate workshop for each module, or you may want to organise a course that combines two or more modules. This will depend on how much time you have, how much training you think you can manage at one time, and how much you think your participants can learn in one go.



*Your purpose in all of these training activities is to give your Rural Extension Workers knowledge and skills that they can use in the communities*

**PART 1**

**THE  
TRAINER'S ROLE**



**SECTION 1**  
**BASIC TRAINING PRINCIPLES**

As the trainer your role is to help the Rural Extension Workers learn the practical skills they need to be able to carry out their work in the communities. To achieve this you have to be an **EFFECTIVE TRAINER**. An effective trainer will ensure that the training:

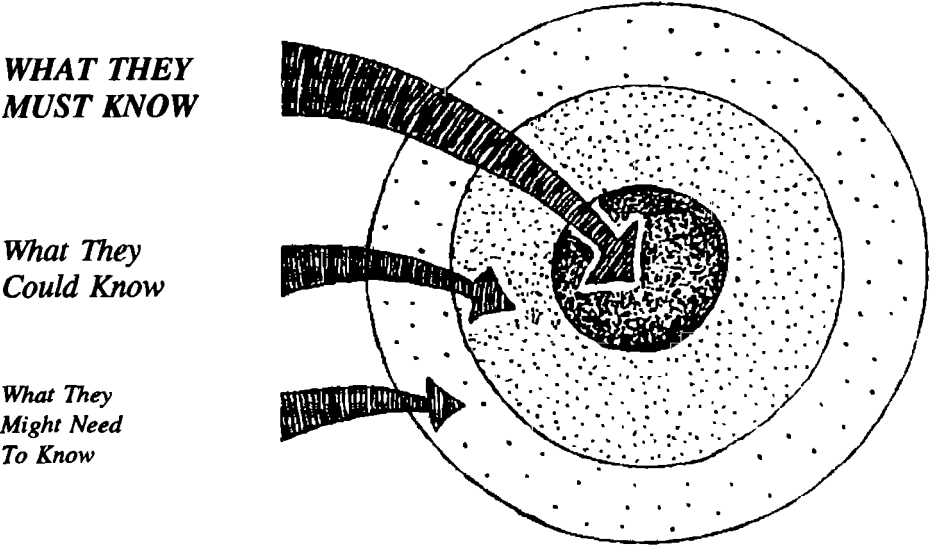
- is **RELEVANT** to the needs of the Rural Development Promoter
- involves **LEARNING BY DOING**
- takes a **PROBLEM SOLVING APPROACH**
- builds on the **PARTICIPANTS EXPERIENCE**
- takes place in a good **LEARNING CLIMATE**

Training must be organised in such a way as to **MAINTAIN THE INTEREST** of the participants. Each of these points are discussed below.

**1. MAKE IT RELEVANT**

Adults learn because they need to know something in order to cope with a particular situation. They learn best what is most relevant to them, and what is of most use to them in their work. The training should focus on the things that the Rural Development Promoter **MUST KNOW** to be able to carry out the work.

*Target your training -  
focus on what they must know*



To help you target your training remember:

- **who you are training** - Rural Extension Workers are your target group. They are adults; they already have some knowledge and experience. The purpose of the training is to strengthen and add to this.
- **the training objectives** - in each of the modules and sessions the purpose of the training activities are explained. The focus is on the specific skills that will help the Rural Development Promoter do his work. Do not try to teach too much, keep to the objectives.
- **there are limits to people's ability to learn** - most people can take in a limited amount of information at any one time; and that is why it is important to concentrate on the most important points.

## 2. ORGANISE LEARNING BY DOING

It is true that:

If I HEAR	→	I FORGET
If I SEE	→	I REMEMBER
If I DO	→	I UNDERSTAND

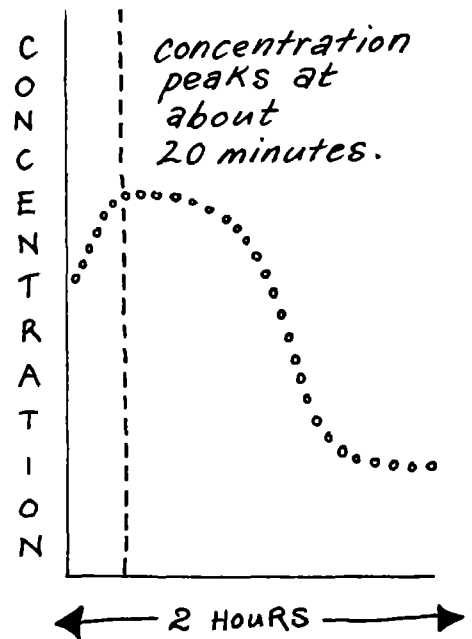
You have been a good trainer if your participants UNDERSTAND what you have been teaching. If they understand they will be able to put those ideas into practice.

If Rural Extension Workers are going to apply the ideas and skills they learn in the workshop the training must be practical, and they must have a chance to PRACTISE the skills in the workshop situation. **Just telling them** how to do it is not good enough.

## SHOW & DO

SHOW & DO is a good training principle. Apply it in your training sessions. Organise your training so that you explain, demonstrate, and then let the participants practise each new skill.

Each of the training sessions in this Manual have been organised to help you do this.



### 3. TAKE A PROBLEM SOLVING APPROACH

Development involves change, and change is about finding realistic solutions to problems that exist in the communities.

Learning through action is strengthened if the learners have the opportunity to reflect and look back on that learning. People need to be encouraged to think about ideas and skills they have learnt.

We have emphasised learning through problem solving rather than through simply giving answers. Presentations are made and information provided to help participants review and analyse these problems.

**PROBLEM  
BASED  
LEARNING**

### 4. BUILD ON EXPERIENCE

Rural Extension Workers are from the communities that they are working in. They have knowledge and experience of these communities. They also have skills, ideas, energy, and creativity. As a trainer you should respect this, and encourage them to contribute their ideas, freely.

You can do this by organising:

*Discussions*

*Questions*

*Brainstorming*

*Critical Incidents*

*Role Plays*

*Case Studies*

*Dialogues*

*Drama*

Get people to think about how they can, in the future, deal with some of the difficulties they have had.



information building,  
practice, analysis,  
confidence building—  
a participatory approach!



## 5. CREATE A LEARNING CLIMATE

The way you organise your learning activities will influence the amount of learning that takes place and the level of participation from your learners. There are several simple things that you can do to create a good climate for learning. They are:

- ◆ *Arranging the seating*
- ◆ *Planning working group sizes*
- ◆ *Using visual aids*
- ◆ *Timing and pacing of the training*

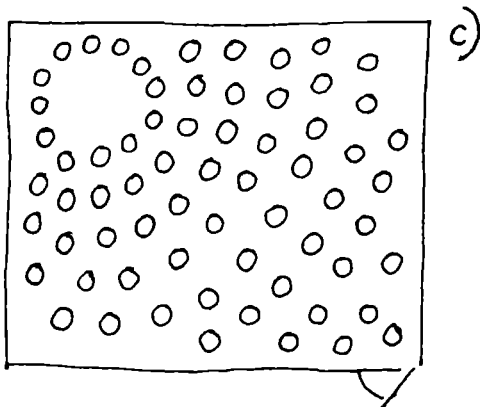
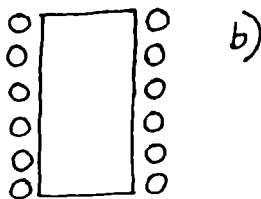
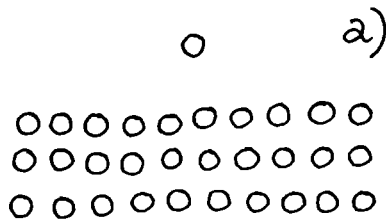
Each of these points is discussed below.

### Arrange the seating

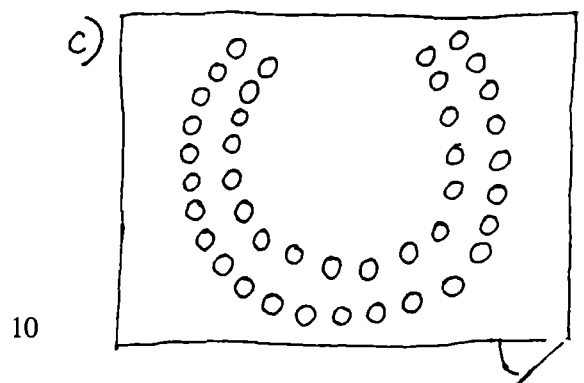
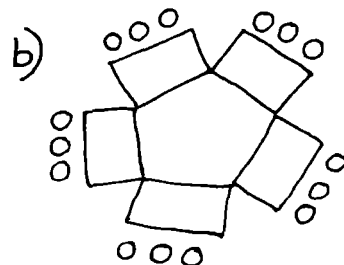
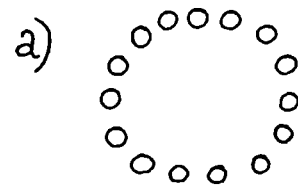
The arrangement of the room has a strong effect of the level of participation in a discussion. If people can see each others faces they are more likely to join in discussion, and pay attention. Seating people in straight rows does not create a good atmosphere for discussion - seating arranged in circles or horse shoe shape does.

### Organise your seating

*Not Like This*



*Like This*



### ***Plan the size of working groups***

Most people find it difficult to speak in front of a large group. Small groups encourage participation, help to maintain interest, and are better for practising skills. Different size groups can be used for different purposes:

**Pairs** are useful for:

- practising some skills, for example listening
- quick brainstorming

**3's** are very useful for:

- getting everyone involved - nobody can be passive in a group of three
- preparing action plans

**4's, 5's and 6's** are good for:

- more detailed discussion of ideas
- analysing critical incidents
- problem solving
- discussing case studies
- demonstrating training methods

**6 - 12** is a good size for sharing ideas when there is plenty of time, but a group of this size needs to appoint a leader.

### ***Use Visual Aids***

Recording on flip charts is an important part of creating a good learning climate. If you do not have flip charts use the chalk board or visual aids. It is helpful to use flip charts (or the chalk board) to:

- *list ideas in a brainstorming session*
- *summarise the main points of a discussion*
- *highlight the main points of a presentation*
- *list learning points*
- *explain group work*

Flip charts are a good way of keeping a record of the main points of the learning activity. The flip charts can be posted on the wall so that participants can refer to it at a later stage in the training if necessary.

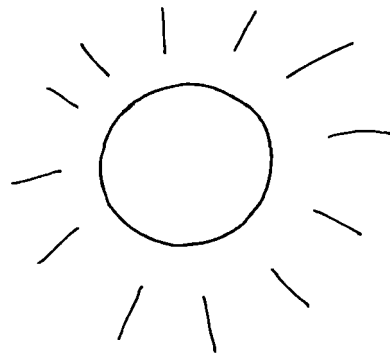
### ***Timing and pacing***

One of the important skills of a trainer is timing and pacing. You will have to constantly make judgements about whether it is time for a change of activity, or whether a short break is needed, or whether the time planned for an activity should be extended because people are very interested in the activity.

### **Be Responsive - Be Flexible**

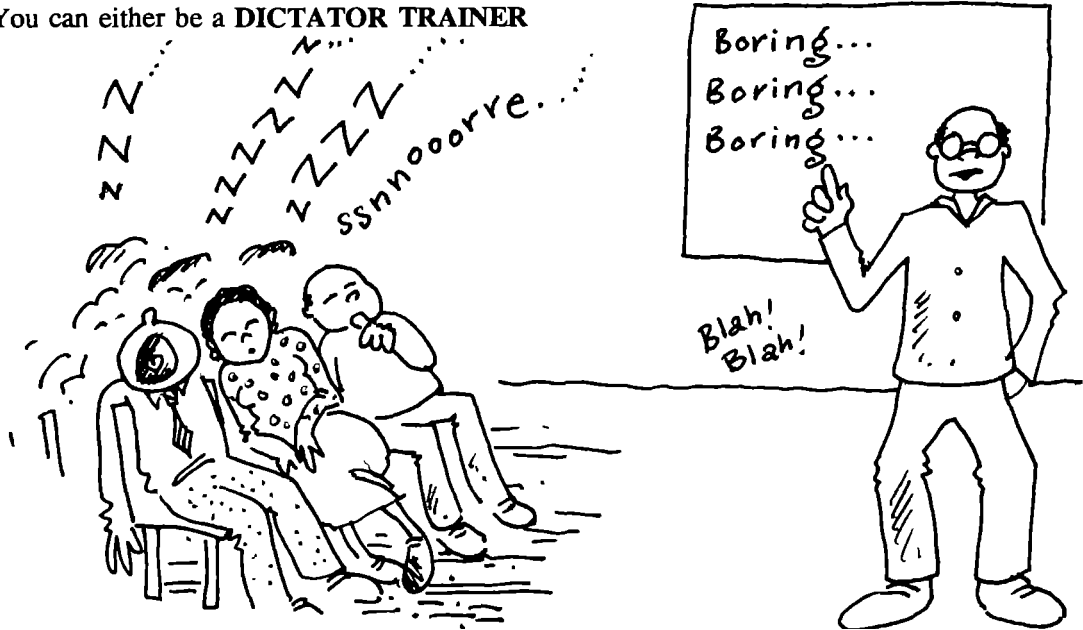
*Following a timetable rigidly is not always helpful.*

People do need breaks. We suggest that you organise the morning sessions into two 2 hour blocks, with a 30 minute break in between. In the afternoons, when people have less energy, two 1 hour blocks are better with a short break in between. In the hot season you might want to consider having a longer lunch break, starting the afternoon activities at 3pm, and working through until 5.30pm. It is hard for people to concentrate when it is very hot.



**SECTION 2**  
**A PARTICIPATORY APPROACH**

You can either be a **DICTATOR TRAINER**



or a **PARTICIPATORY TRAINER.**



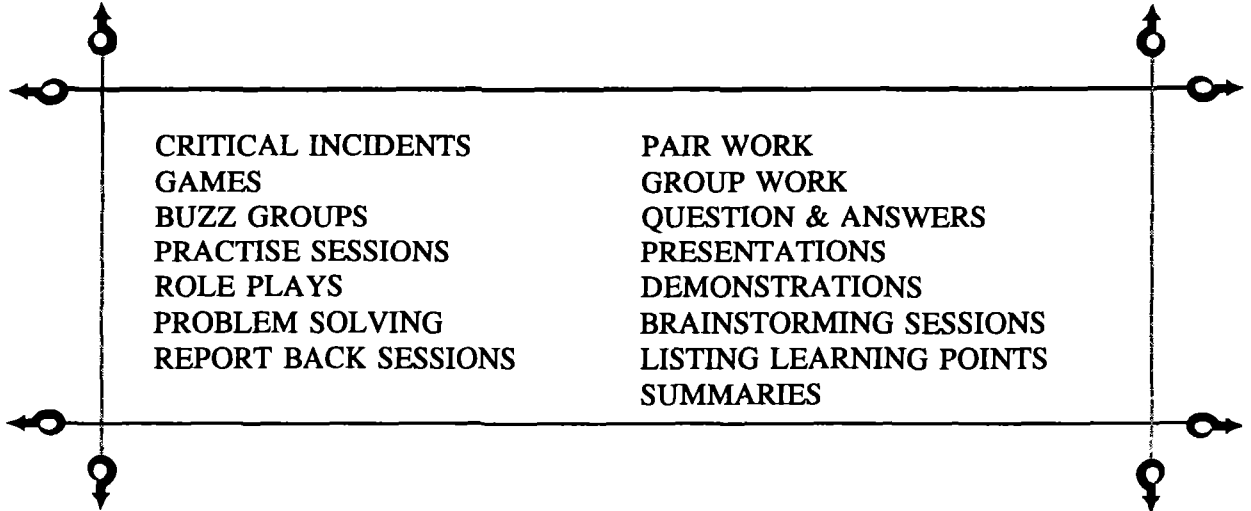
Be a participatory trainer; minimise lectures and maximise participant involvement. The participatory trainer will:

- encourage the exchange of ideas and opinions
- provide, explain and clarify information
- listen and accept feedback
- stimulate interest
- be one amongst equals
- be gender aware

***Stimulate Interest***

Get your Rural Extension Workers actively involved in the training:

- involve them in the role plays and demonstrations
- use learning activities that require them to think and do, and not just listen to you talking
- vary the learning activities. Use:



- use presentations to briefly highlight key points for discussion, and guidelines practise.

In the modules we give suggestions on how to vary your training activities, and maintain interest.

***Listen and Accept Feedback***

Listening is an important part of participatory training, and an important part of encouraging your participants to contribute their ideas and join in the discussion. Below are some guidelines that you can use to help you listen better.

<i>The Dos and Don'ts of Listening</i>		
<i>Do</i>		<i>Don't</i>
Show interest and understanding		Argue or interrupt
Ask others for their ideas		Dominate the discussion
Ask for clarification when necessary		Pretend to understand when you do not
Be silent when silence is needed		Pass judgement
Accept criticism		Be a know all

Accept that you do not always have the answer and other people also have ideas. You may not always agree but do respect that other people have a right to express their opinions.

### ***Be One Amongst Equals***

Your Rural Extension Workers are adults, and they will want to be treated like adults. To get the best out of them:

- work with them and not for them
- accept that they have a right to make their own decisions
- allow them to analyse problems and find their own solutions
- accept that they have a right to make mistakes - and learn from them
- praise them for their achievement
- consult them on major issues and seek their advice on problems that arise during the training.

### ***Be Gender Aware***

Be sensitive to the fact that some of your participants will be women. They may be feeling shy and reluctant to speak out in front of a large group, particularly if men are present. Even in small groups, if women are a minority, the men tend to dominate the discussion.

Your aim should be to organise the workshop activities so that the confidence of the women is strengthened. Where possible organise the discussion groups so that there are more women than men, and rotate different group tasks around all the participants. Give women some leading role, adopt the role model technique. Mix men and women for group discussions.

*And then  
Give praise and constructive criticism.*



*And finally be a participatory trainer by:*

- Providing good examples of effective communication is an important part of the training strategy. Trainers are role models. The standards they set serve as an example for participants to follow. Good standards should be set.

*High Standards*

*A Good Example*

- Setting a good example on how to prepare and use visual aids. Throughout this guide we stress the use of the overhead projector, flip chart, and other visual aids. They should be well prepared and properly used; the visual aids should serve as an example of effective communication.

- Emphasising action planning should be an ongoing activity of the workshop. What have participants learnt during a session that they can apply at work? Encouraging them to keep a note of their ideas as the workshop progresses is important.

*Action Planning*

*Daily Evaluation*

- Conducting daily evaluation sessions. A brief meeting of trainers and a few participants' representatives at the end of each day can help to resolve problems and keep people informed of the next steps. Good communication between trainers and participants is a must.

The manual stresses a participatory approach to training. The emphasis is on getting people actively involved in the learning situation. Training techniques such as:

- ◆ role play
- ◆ case studies
- ◆ critical incidents
- ◆ communication games
- ◆ group discussion

are linked with information-giving presentation sessions. Build on these techniques, and adapt to suit your own training style and the needs of your participants.



# PARTICIPATORY TRAINING IS A CHALLENGE

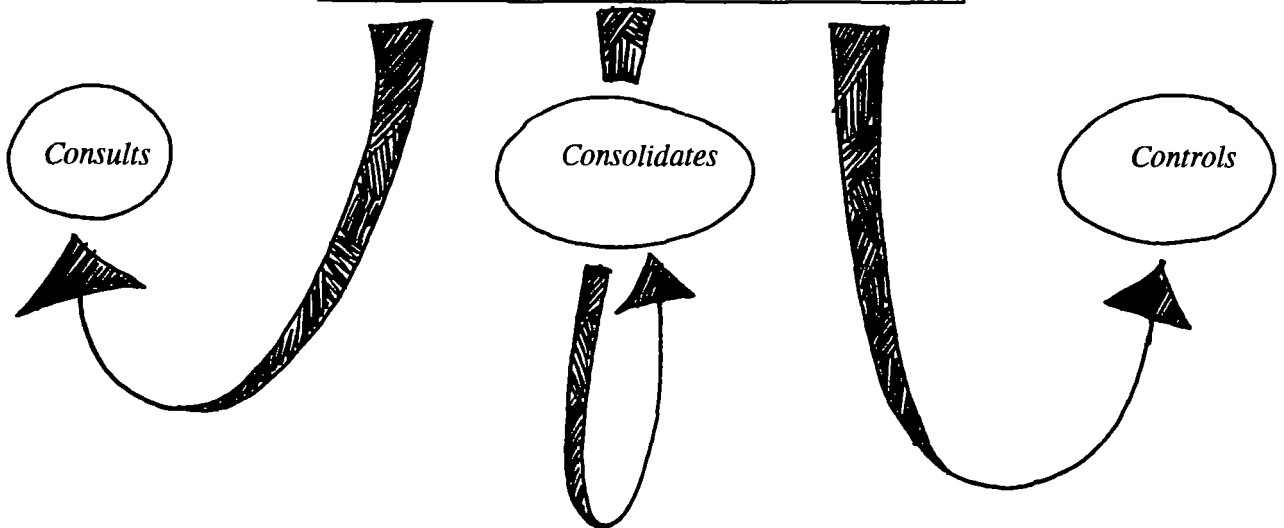
As a trainer you must:

- *Be organised*
- *Be a motivator*
- *Keep time*



- *Provide Leadership*
- *Set an example*
- *Be energetic*

## THE PARTICIPATORY TRAINER





### SECTION 3

## **PREPARING FOR THE WORKSHOP**

Preparations for the training workshop are just as important as the workshop itself. As a workshop organiser there are a number of important things that you will need to do to make sure that your workshop is a success. They include:

1. **Estimating the number of participants and preparing a budget**
2. **Arranging a venue** - if accommodation is required check that bedding is provided - if not ask participants to bring their own.
3. **Arranging transport** - if you want to start early on the first morning, arrange for participants to arrive the evening before.
4. **Organising your equipment** - prepare a list of your needs by looking in the manual. If you cannot get all you need you may have to adjust your training activities. The check list below will serve as a guide.
5. **Planning field visits** - if your training involves field visits make sure all arrangements have been made in advance and that transport is available.
6. **Preparing visual aids**- during the course you will be busy. Prepare your visual aids and other training materials in advance.
7. **Checking the meeting room** - make sure there are enough chairs and tables, and that they are arranged in a suitable way.

<i>EQUIPMENT CHECK LIST</i>	
<b>Item</b>	<b>Numbers</b>
1. Trainers Manual	
2. Felt pens	
3. Flip chart pads	
4. Masking tape	
5. Chalk	
6. Visual aids	
7. Training exercises	
8. Pens	
9. Note books	
10. Files	
11. Handouts	
12. Workshop evaluation forms	
13. Action planning sheets	
14. S & T Claim forms	

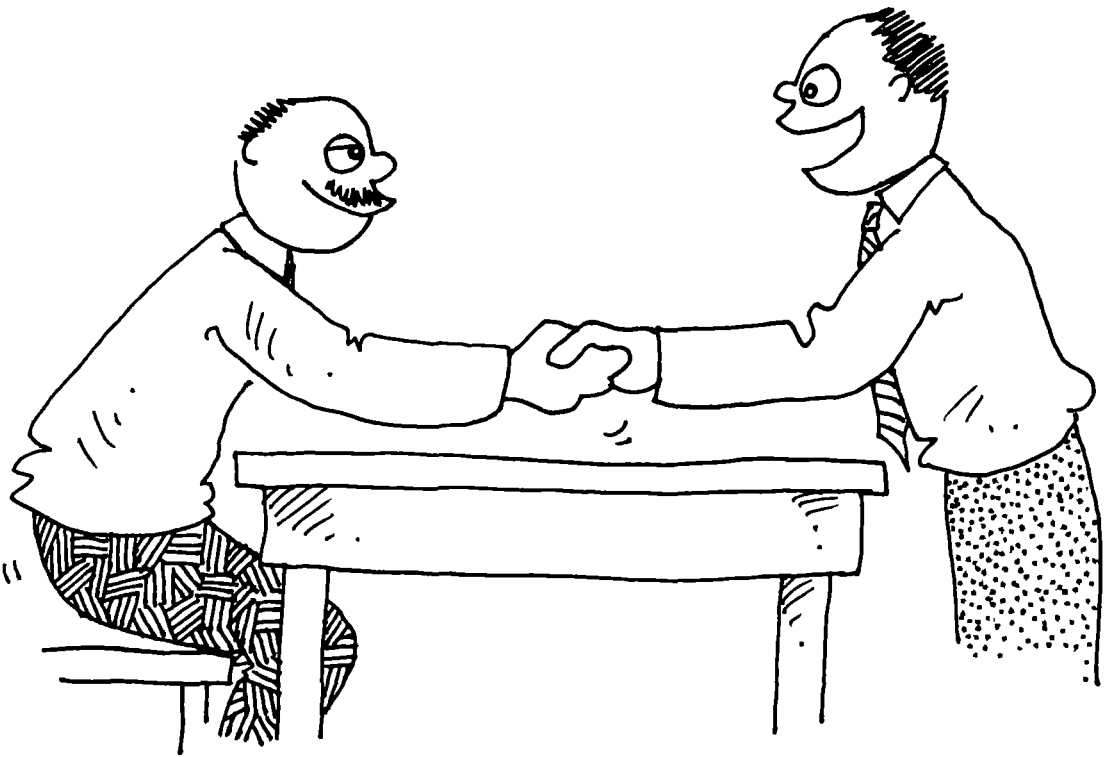
**PART 2**

**THE**

**TRAINING MODULES**



**MODULE 1**  
**COMMUNICATION SKILLS**





## *LEARNING OBJECTIVES*

On completion of the Communication Skills Module participants will:

- have listed the characteristics of their particular target group;
- have defined their role as RDPs in relation to their target group;
- be able to explain the communication process;
- be able to identify the barriers to effective communication;
- be able to explain the different methods of communication, identify their limitations, and describe their relevance to the work situations;
- be able to demonstrate their ability to use communication skills, particularly skills related to introducing a topic and listening;
- be able to prepare for and give an effective presentation.
- be able to explain and demonstrate their ability to use group motivation skills;

## ***TIMETABLE***

### **DAY 1**

- 8.00 - 8.30 Activity 1: Ice Breaking and Introductions.  
8.30 - 9.00 Activity 2: Workshop Expectations, Objectives and Topics  
9.00 - 9.30 Activity 3: Workshop Timetable and Process  
9.30 - 11.00 Activity 4: Passing the Message  
11.00 - 12.45 Activity 5: The Communication Process  
2.00 - 4.00 Activity 6: Who do we communicate with  
4.00 - 4.30 Activity 7: How can I improve

### **DAY 2**

- 8.00 - 10.00 Activity 8: Barriers to communication  
10.30 - 12.30 Activity 9: Communicating with villagers  
2.00 - 4.30 Activity 10: Practising effective communication

### **DAY 3**

- 8.00 - 9.00 Activity 11: Working with groups and building trust  
9.00 - 10.00 Activity 12: The Silent Meeting  
10.30 - 12.30 Activity 13: Working with groups and group process  
2.00 - 4.30 Activity 14: Dealing with Difficult Situations

### **DAY 4**

- 8.00 - 10.00 Activity 15: Working with groups and leadership styles  
10.30 - 12.30 Activity 16: Home visits  
2.00 - 3.00 Activity 17: Learning Points and Action Planning  
3.30 - 4.30 Activity 18: Workshop Evaluation

## OVERVIEW OF ACTIVITIES

The module is divided into eighteen activities. The purpose and duration of each is summarised below.

**Ice-breaking and Introductions (30 minutes)** A name game to help participants get to know each other.

**Workshop Expectations, Objectives and Topics (30 minutes)** A comparison of participants expectations with workshop objectives. Differences are negotiated.

**Workshop Timetable and Process (30 minutes)** Timetable and workshop process are explained.

**Passing the Message (1 hour)** An exercise to show how a message can get distorted. Participants analyse what happened and why.

**Presentation - The Communication Process (1½ hours)** A presentation explaining the basic pattern of communication.

**Who do we communicate with (1½ hours)** The characteristics of the Promoters' target group are listed.

**How can I improve (30 minutes)** At the end of the first day, each participant lists two or three things that he or she can do to improve their communication skills.

**Barriers to Communication (2 hours)** Discussion on barriers to communication, and how they might be avoided.

**Communicating with Villagers (2 hours)** Discussion and analysis of case studies bringing out typical problems encountered when working in the communities.

**Practising Effective Communication (2 hours)** Building on the case studies, participants practise how to effectively introduce a topic and listen to responses.

**Working with Groups - Building Trust (1 hour)** A game on the importance of building trust in a group.

**The Silent Meeting (1 hour)** A case study on the obstacles to participation in a group.

**Working with Groups and Group Process (2 hours)** Role play and discussion on group communication patterns.

**Dealing with Difficult Situations (2 hours)** Critical incidents on how to deal with difficult situation in a group.

**Leadership Styles (2 hours)** Role plays on effective leadership styles

**Home Visits (2 hours)** Discussion of the procedures for an effective home visit.

**Learning Points and Action Planning (1 hour)** Participants list their learning points and decide what improvements they will make

**Workshop Evaluation (1 hour)** Participants give their comments on the workshop

## **DESCRIPTION OF ACTIVITIES**

### **ACTIVITY 1 ICE-BREAKING AND INTRODUCTIONS**

**Purpose:**

By the end of the session participants will have got to know each other.

**Time:** 30 minutes

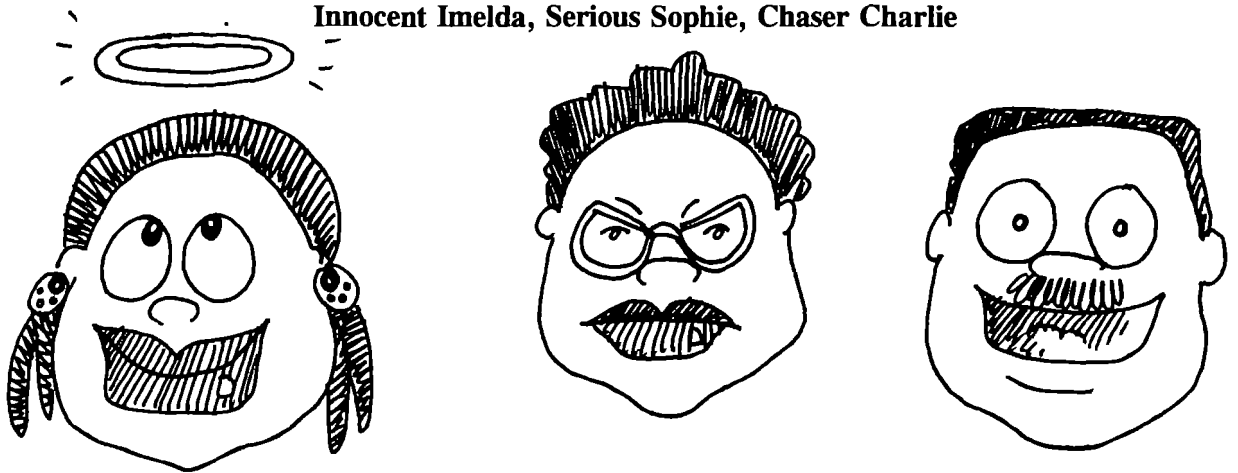
**Method:**

● Developing a friendly and relaxed atmosphere will help participants gain more from the workshop. As a trainer your role is to create this atmosphere right from the start. The first step is to "remove" the doubts that people have and put them at ease.

● There are various ways of doing this. In a small group you could simply get people to talk about themselves - who they are, what their interests are, what they feel most pleased about in terms of their work, what is their greatest achievement, what their problems are. In a larger group games are a good way of creating a friendly atmosphere. There are many games such as the 'name' game, "the secret admirer", 'tides in and tides out'. The 'name game' goes like this:

- each person introduces their first name along with a "rhyming" adjective, for example:

**Innocent Imelda, Serious Sophie, Chaser Charlie**



- as they introduce themselves they adopt a acting pose,
- the whole group will then repeat the name along with the pose,
- before starting, give the participants a little time to think of their "rhyming" adjectives.

## **ACTIVITY 2**

### **EXPECTATIONS, OBJECTIVES AND TOPICS**

**Purpose:**

By the end of the session participants will have explained their expectations of the workshop, and committed themselves to a set of agreed objectives.

**Time:** 30 minutes

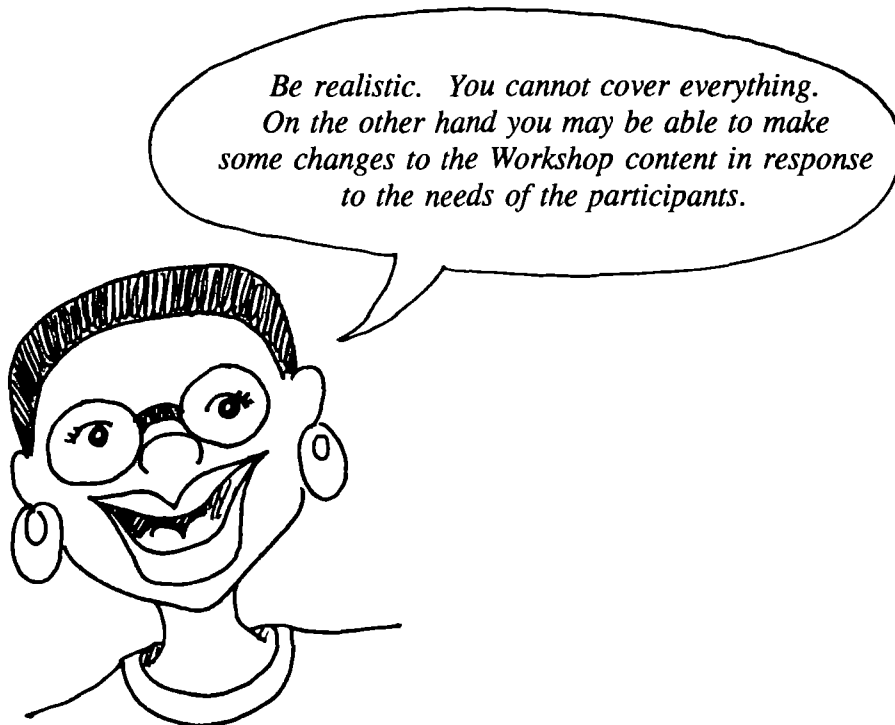
**Material:** \* Flip charts: - workshop objectives  
- workshop topics

**Method:**

● An important starting point for any workshop is to get participants to state what they hope to gain from the workshop. Divide the participants into groups to discuss for 10 minutes the following question:

*What do you hope to learn from the Workshop?*

- List their points on flip chart and then:
  - introduce the workshop objectives and topics.
  - ask participants to compare their expectations with the objectives
  - explain that you are asking for their agreement on the objectives and topics
  - insist on a response i.e. are they willing to commit themselves to improving their skills in those topic areas?





### **ACTIVITY 3**

#### **WORKSHOP TIMETABLE AND PROCESS**

**Purpose:**

By the end of the session participants will have agreed the workshops timetable and 'rules'.

**Time:** 30 minutes

**Materials:** \* Flip charts: workshop timetable  
workshop 'rules' \* Action Planning Forms

**Method:**

● Once there is agreement on the workshop goals give an overview of the timetable, and get agreement on starting times, tea breaks and finishing times.

Explain the workshop process and emphasise the need for participation, and cooperation. Participation will include:

- ☞ starting on time;
- ☞ joining in ice-breakers and warm up activities;
- ☞ participating in learning activities, built around:
  - a) presentations and demonstrations by trainers
  - b) role plays, case studies, critical incidents,
  - c) practise sessions by participants
  - d) discussions (brainstorming sessions)
  - e) group and pair work.
  - f) drama and dialogues
- ☞ assisting with the preparation of role plays; and
- ☞ rotating tasks so that everyone gets a chance to be a group reporter, flip chart recorder and process observer.

● Explain the purpose of the handouts

● Explain action points, and how to use the 'Action Plan' form. An example of this form is given in the Teaching Aids section. Suggest that they use this form to keep a record of the skills and ideas that they learn during the workshop that they can use in their work. Explain they will have an opportunity to review their action points during the final sessions of the workshop.

● Finally get agreement to a daily evaluation session. Explain that you need about four volunteers to join the trainers for 30 minutes at the end of each day to review the days activities. Evaluation is a useful way of getting feedback and solving any problems that might have occurred. It can also help to keep participants informed of what is coming next.

Membership of the daily evaluation group can be rotated amongst participants throughout the workshop.

*"Encourage participants to view the workshop as theirs".*

**ACTIVITY 4**  
**PASSING THE MESSAGE**

**Purpose:**

By the end of the session participants will be able to list some of the factors that cause distortion of a message in the communication process.

**Time:** 1 hour

**Materials:** a card with a written message

**Method:**

- Select 10 - 12 participants to stand in a line, all facing forwards; mix them up so that the tall ones are standing next to the short ones. Then give the person at the end of the line a written message. The message should be complicated and unfamiliar to the participants. For example:

*If the last person in the line gets this message correct then Mr ... will fly all of you by Lufthansa to Ouagadougou in Burkina Faso and pay for you to stay at a five star hotel for a long weekend.*

Allow that person about one minute to read and memorise the message then take it away.

Explain to the rest of the group that the message is going to be passed down the line from one person to the next, **whispered** to each person in turn. Get the last person to read out the message and compare it with the original.

**THERE WILL BE A DIFFERENCE!!**

- Complete the exercise by brainstorming with the participants what went wrong. To assist you, we have listed below some of the points that will be mentioned.

<input type="checkbox"/>	<i>Trainers Check List</i>	<input type="checkbox"/>
<input type="checkbox"/>	<b>CAUSES OF MESSAGE DISTORTION</b>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Inappropriate language</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Wrong method of communication</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Distracting background noise</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Uncertainty of purpose</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Length of message</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Unfamiliarity with content</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Large number of people passing the message</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Relevance of content</li></ul>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

- List their points on flip chart and draw out the main learning points from the exercise. (10 mins)

**ACTIVITY 5**  
**PRESENTATION - THE COMMUNICATION PROCESS**

**Purpose:**

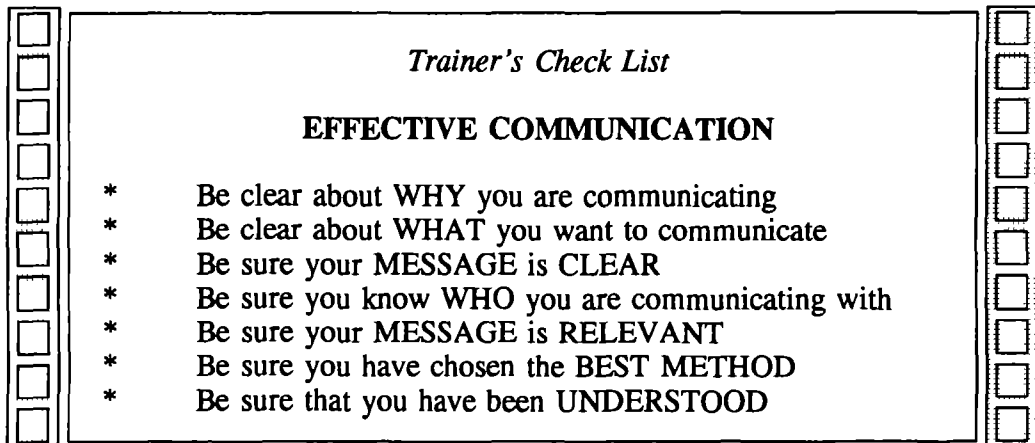
By the end of the session participants will be able to explain the elements of a good communication process.

**Time:** 1½ hours

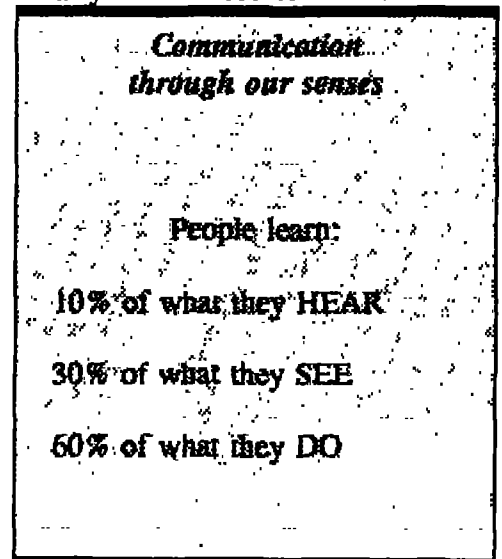
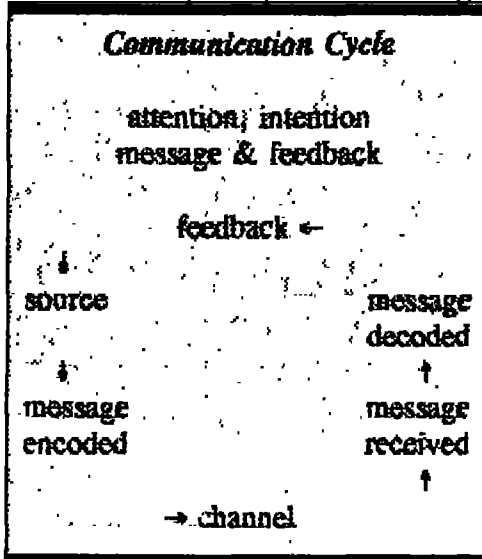
**Materials:** \* Flip charts                      \* Handout: *Communication*.

**Method:**

● Focus the presentation on what is involved in a process of effective communication. Emphasise the following points:



● To help you focus your presentation and hold peoples' attention use visual aids. Below are two example flip charts that highlight the main points that you will need to make.



● During your presentation ask questions. For example: "Which are the best senses for us to use to communicate effectively in our work? Why?"

● Distribute the Handout: *Communication* (see the section called 'Teaching Aids')

**ACTIVITY 6**  
**WHO DO WE COMMUNICATE WITH**

**Purpose:**

By the end of the session participants will be able to list the main characteristics of their target group.

**Time:** 1½ hours

**Method:**

● Divide the participants into groups to brainstorm the information they must know to have a good understanding of the communities they work with. Ask them to discuss:

- *As Rural Extension Workers's who do we communicate with?*
- *What are the characteristics of our target group?*
- *What different kind of groups exist in the communities?*
- *What significance does that have to your work?*

● Ask each group to report back, and list their points on flip chart. You can use the check list below to help you ask questions and draw out additional points from the groups.

	<i>Trainer's Check List</i>	
	<b>TARGET GROUP CHARACTERISTICS</b>	
	<ul style="list-style-type: none"><li>• Age</li><li>• Employment status</li><li>• Gender</li><li>• Economic status activities/projects</li></ul>	<ul style="list-style-type: none"><li>• Educational status</li><li>• Female headed households</li><li>• Health status</li></ul>

- Summarise the main learning points. Your summary should include:
- \* The major part of any extension worker's activity is making contact with individuals, families, government officials, fellow colleagues, and groups.
  - \* The characteristics of those we communicate with will differ according to age, sex, education, social and economic status.
  - \* We communicate in order to bring about learning, to raise awareness, to assess community needs in order to improve rural standards of living.
  - \* We communicate for purposes of co-ordination and team-building.

## ACTIVITY 7 HOW I CAN IMPROVE

### Purpose:

By the end of the session each participant will have identified communication skills they feel they need to improve.

**Time:** 30 minutes

### Method:

- Ask each participant to list at least two ways in which they think they need to improve their communication to be more effective in their work. Their statements should be specific. For example:

*I need to spend more time planning what advice I will give to a group.*

Allow them 10 minutes to do this and then ask them to write their statements on the flip charts you have put up around the room.

- Briefly review the statements and pull out some of the common themes.



- Suggest that they record their points on their individual Action Plan form.

## **ACTIVITY 8**

### **BARRIERS TO COMMUNICATION**

**Purpose:**

By the end of the session participants will be able to explain the advantages and disadvantages of different verbal and non-verbal communication methods.

**Time:** 2 hours

**Method:**

● Divide the participants into buzz groups and ask them to brainstorm the different methods of verbal and non-verbal communication. Allow 10 minutes and then list their points on flip chart. The check list below lists some of the methods that you should expect your participants to list.

	<i>Trainers's Check List</i>	
	<b>COMMUNICATION METHODS</b>	
	<ul style="list-style-type: none"><li>• Discussion</li><li>• Drama</li><li>• Songs</li><li>• Dialogue</li></ul>	<ul style="list-style-type: none"><li>• Pictures</li><li>• Written word</li><li>• Poems</li></ul>

● Then remind them of the points they listed in 'Activity 6: Who Do I Communicate With' and ask them in their discussion groups to discuss:

- ◆ *Which methods of communication can be used with their main target group, for what purposes?*
- ◆ *What are the limitations of each of these methods of communication?*

● Discuss their conclusions in a report back session. Compare the answers of each group, and analyse any differences.

## **ACTIVITY 9** **COMMUNICATING WITH VILLAGERS**

**Purpose:**

By the end of the session participants will have practised problem solving skills related to communication difficulties that they encounter in the communities.

**Time:** 2 hours

**Material:** Case studies

**Method:**

- Explain the task:



*The Task*

- *Read the case study individually*
- *Agree what the theme of the case study is in your group*
- *Discuss the questions*
- *Record your answers on flip chart*
- *Prepare a short report back*

- Give a case study to each group and allow 45 minutes to one hour for discussion. Then organise a report back. In the report back ask each group:

- to briefly summarise the case study
- to state the problems they identified
- to explain how they would solve these problems

After each report allow time for discussion.

- At the end of the presentations summarise the main learning points.

**ACTIVITY 10**  
**PRACTISING EFFECTIVE COMMUNICATION**

**Purpose:**

By the end of the session participants will have practised skills related to introducing a topic, and listening.

**Time:** 2 hours

**Material:** \* A written role play \* Handout on: *Listening Techniques*

**Method:**

- Explain the purpose of the activity, and then begin with an exercise that involves the whole group analysing how to **INTRODUCE A TOPIC**. Organise the exercise, as follows:
  - First, explain the exercise - that there will be a short role play that shows a extension worker meeting with a group of villagers, and that those participants observing the role play should watch what is happening and make a note of the good and weak points of the introduction
  - The participants perform the short role play - make sure that you have practised - showing a Rural Development Promoter explaining the purpose of his visit to a group of villagers
  - After the role play ask one of the observers to briefly explain what happened in the role play
  - Next, ask the person playing the role of the Promoter to assess his or her performance
  - Then ask the observers to give their comments. List their points on flip chart.



*At the end of the discussion summarise the learning points.*



- Now introduce the exercise on LISTENING SKILLS. Divide the participants into 3's to do the following exercise.

**The Task**

*Each person is asked to talk for 2 - 3 minutes on a topic that the group is likely to have strong feelings about. For example:*

*'What I find most difficult about being a Rural Development Promoter'.*  
*'A recent event that made me feel very angry at work'.*

*The rest of the group listens in silence to each person without asking questions.*

*Afterwards the group discusses and lists the things that helped them to listen well and what made it difficult for them to listen*

- After the exercise ask each group to list their points under **OBSTACLES** and **AIDS TO LISTENING**. The check list below is to help you lead the report back session.

**Trainer's Check List**

**OBSTACLES AND AIDS TO LISTENING**

<b>Obstacles</b>	
<ul style="list-style-type: none"> <li>* social status of speaker (age, gender, etc)</li> <li>* too much repetition</li> <li>* disorganised way of presentation</li> <li>* lack of interest in the topic</li> </ul>	<ul style="list-style-type: none"> <li>* tone of voice</li> <li>* speaking too fast</li> <li>* lack of eye contact</li> <li>* distracting mannerisms</li> <li>* wrong time of day - too hot</li> </ul>
<b>Aids</b>	
<ul style="list-style-type: none"> <li>* logical delivery of points</li> <li>* allowing time for questions</li> </ul>	<ul style="list-style-type: none"> <li>* respect for the speaker</li> <li>* visual aids</li> <li>* showing relevance of the topic</li> </ul>

- Complete this exercise by making a short presentation on LISTENING TECHNIQUES. Use the Handout: *Listening Techniques* which you will find in the Teaching Aids section of this module.

## ACTIVITY 11 WORKING WITH GROUPS AND BUILDING TRUST

**Purpose:**

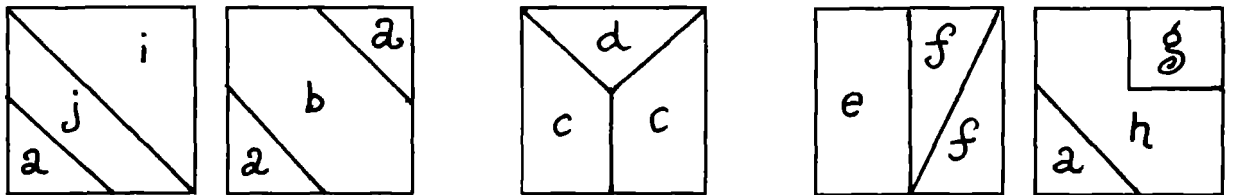
By the end of the session participants will be able to explain the importance of building up trust in a group.

**Time:** 1 hour

**Materials:** \* envelopes with broken squares

**Method:**

● Prepare the room in advance. Organise the room with sets of tables to seat groups of five. On each table place a set of envelopes with the five broken squares. There should be fifteen pieces in the envelope. Examples of the broken squares are given below.



● Begin the exercise with the following instructions

***The Instructions***

- . *Each member should form a square*
- . *No member of a group may speak*
- . *No member may signal to another to pass a piece*
- . *Members may give a piece to another member*
- . *You have 20 minutes to solve the problem*

Now give three pieces at random to each group so that no member of the group is able to form a square on his own.

● After the game ask participants in each group to:

- . describe what happened in their group
- . explain what difficulties they encountered
- . whether they have seen similar situations in other groups they work with
- . what lessons they learnt from this activity related to their work

## **ACTIVITY 12** **THE SILENT MEETING**

**Purpose:**

By the end of the session participants will be able to identify some of the constraints to participation in a group meeting.

**Time:** 1 hour

**Materials:** \* Case study: *The Silent Meeting*  
\* cards, felt pens, masking tape

**Method:**

● Explain that the participants should read the case study and identify the obstacles to participation. Ask them to write each obstacle as a short slogan, on a card and post it on the wall. Groups are not allowed to repeat the same obstacle already posted by another group - This gives the exercise a competitive spirit. Below is an example of the obstacles that are likely to be listed.

<i>Trainer's Check List</i>	
<b>OBSTACLES TO EFFECTIVE MEETINGS</b>	
<ul style="list-style-type: none"><li>• Domination by chairperson</li><li>• No contribution of agenda items by members</li><li>• Use of technical language by extension worker</li><li>• Poor seating arrangement</li><li>• No review of previous meetings</li><li>• Distractions</li></ul>	<ul style="list-style-type: none"><li>• Late arrivals</li><li>• No agenda</li><li>• Domination of discussion by two or three people</li><li>• Private conversations among members</li><li>• Chairperson and secretary dominate action items</li></ul>

● At the end of the exercise ask participants:

- ☛ Whether the obstacles they have listed occur in the process of their work
- ☛ How they think they can make meetings better.

**ACTIVITY 13**  
**WORKING WITH GROUPS - GROUP PROCESS**

**Purpose:**

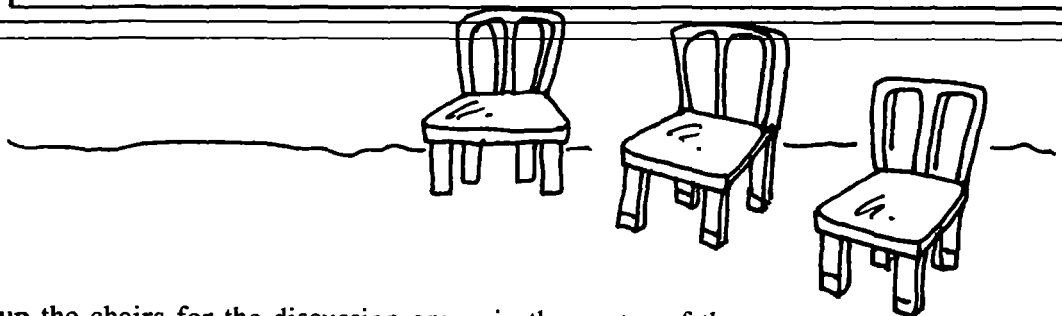
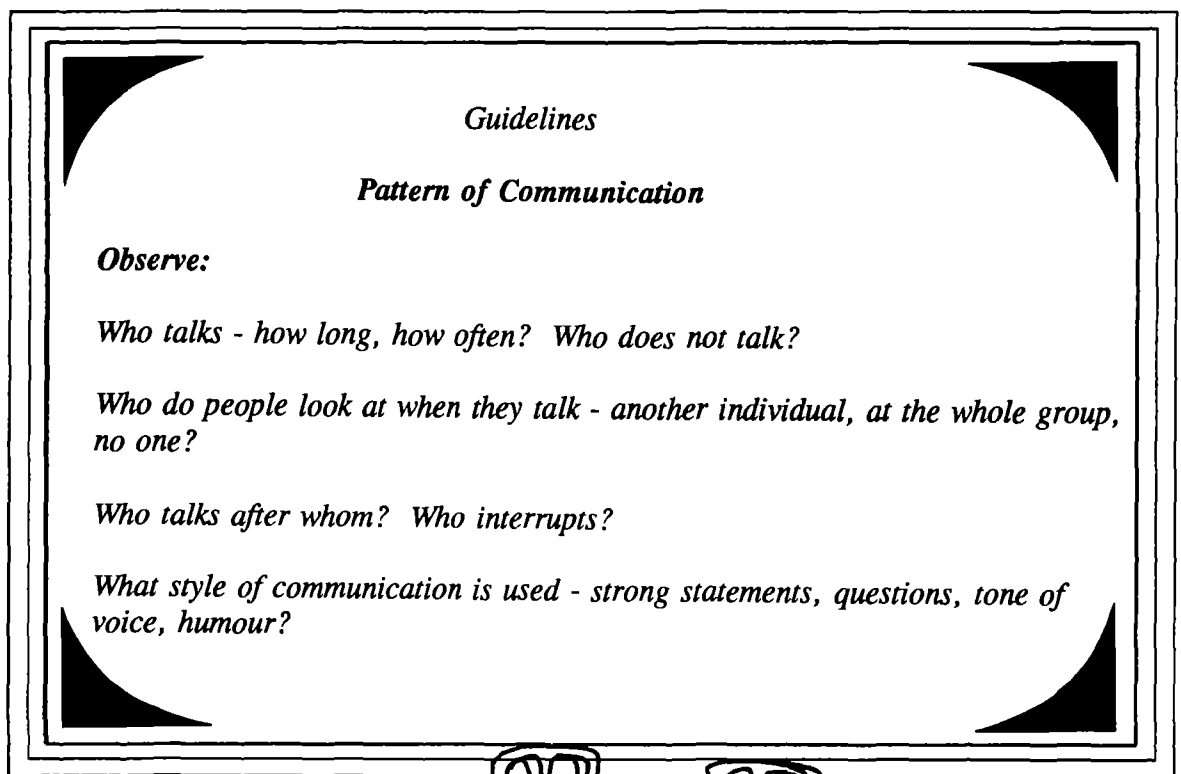
By the end of the session participants will be able to list the important aspects of leading a group discussion.

**Time:** 2 hours

**Materials:** \* Handout: *Group Discussion*

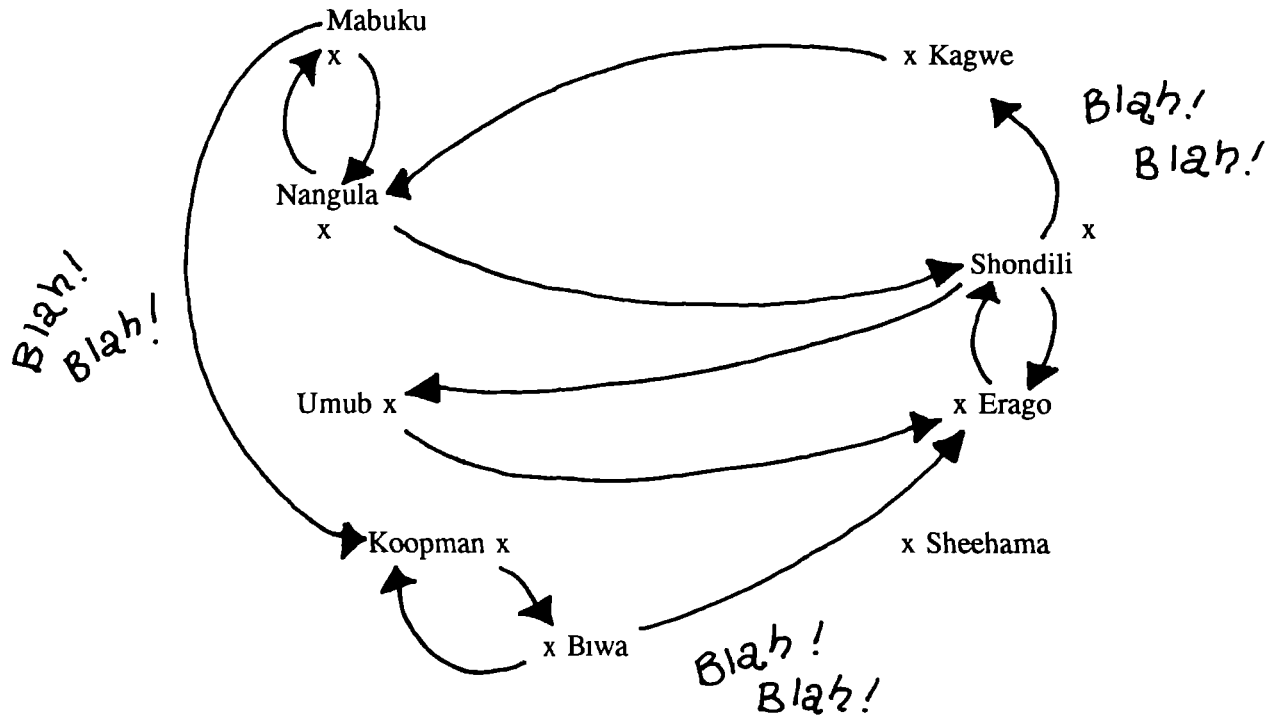
**Method:**

- Begin the activity by selecting eight people to be a discussion group. Select a mixture of people - shy, dominant, male/female, a pair who are close friends. Explain that they will be expected to have a discussion (select a topic that will bring out a lively discussion) and that they will be observed by the rest of the group. Then ask them to leave the room while you brief the rest of the participants.
- Brief the remaining participants. Explain that they will be expected to observe the pattern of communication. Give the following guidelines.



Then set up the chairs for the discussion group in the centre of the room.

- Invite the discussion group back in. Observe their discussion for 15-20 minutes, and then get a report from the observers. Ask: *Who was talking to whom? Were the men talking to the women? Who talked most of the time? Draw their responses.* The example below shows you how to do this.



Draw a solid line when there is direct communication, between two individuals. Draw a dotted line if remarks tend to be to the group in general. Draw a box around a person who dominates the discussion. Draw a circle around a person who tends to interrupt.

- Ask the participants to review the diagram and consider
  1. What patterns of communication they see on the chart.
  2. In what ways do these patterns help or disrupt the work of a group.

List their responses on flip chart.

- Finally divide the participants into 3's and ask them to brainstorm, based on their own experience, the things that will help a group to work well. List their responses on flip chart.

## **ACTIVITY 14**

### **DEALING WITH DIFFICULT SITUATION**

**Purpose:**

By the end of the session participants will have practised skills for dealing with difficult situations in a group meeting.

**Time:** 2 hours

**Materials:** \* Critical incidents

**Method:**

● Divide the participants into groups of 5 - 6. Ask each group to select a slip with a critical incident written on it. Each group should then prepare a five minute role play that demonstrates:

- a) the difficult situation in the group.
- b) how the group leader could deal with that situation to the benefit of the group.

Allow the group 15-20 minutes to prepare. Some examples of critical incidents are given below:

- *Someone speaks most of the time and does not give others a chance to speak.*
- *One individual refuses to participate, refusing to give her ideas or opinions.*
- *A person who always fools around, talks a lot and does not let the group concentrate*
- *There is an aggressive individual - he is always upsetting other members of the group*
- *There are two shy members who are always quiet*



● Ask the first group to perform their role play. Before the role play begins change the group leader with a person from another group, then allow the role play to continue. This will make the situation more challenging as the group leader will have to respond to the problem as it develops. Just like in real life.

- After the role play ask the observers:
  1. What was the problem in the group?
  2. What techniques did the group leader use to solve the problem?
  3. What else could the group leader have done?

List their responses on flip chart.

- Repeat the process for each critical incident.

## **ACTIVITY 15** **LEADERSHIP STYLES**

**Purpose:**

By the end of the session participants will be able to identify the good and the poor styles of group leadership and explain their effect on a group.

**Time:** 2 hours

**Material:** \* role cards

**Method:**

● Before the session, select two people to play the roles of **dictatorial**, and a **passive** group leader. At the start of their session select five volunteers to be group members. Give each a role card, briefly explain the roles and that they will play the same role in two different plays. Examples of the roles are given below

**Role Play Brief**

<p style="text-align: center;"><b>Aggressive Leader</b></p> <p><i>Leader calls for ideas but does not listen, suggestions not allowed, and imposes ideas.</i></p>	<p style="text-align: center;"><b>Passive Leader</b></p> <p><i>Leader shows little interest, makes no suggestions, does not help in reaching discussions.</i></p>
---	---

**Members Roles**

- . *One supports whatever the leader suggests*
- . *One suggests different possibilities*
- . *Another supports the speaker*
- . *Another interrupts and opposes the leader*

● Then perform the two role plays. After the performances ask the observers:

1. What did the 1<sup>st</sup> leader do in the group?
2. How did the group react?
3. What did the 2<sup>nd</sup> leader do in the group?
4. How did the group react?

List their responses on flip chart.

● After the reactions have been fully discussed, ask: *What does a good facilitator do in a group?* Allow time for brainstorming in 3's and then list their responses.

● Finally, perform the role play again with someone volunteering to play the **participatory** leader to demonstrate a good leadership style.

## ACTIVITY 16 HOME VISITS

### Purpose:

By the end of the session participants will have practised skills involved in conducting a home visit.

**Time:** 2 hours

**Materials:** \* Handout: *Conducting a Home Visit*

### Method:

● Divide the participants into groups of six, and give each group a home visit situation. For example:

*"You are the Rural Development Promoter visiting Ms... You are trying to explain to her the benefits of starting a vegetable garden, but she is not convinced and asks many questions"*

- Ask the group to select two people to role play the situation. The other group members should observe and list the **skills used** and the **problems encountered** by the extension worker. Allow 10 - 15 minutes for the role play.
- As a large group, review the **skills and problems**. Discuss how the problems could be resolved. Summarise the main skills an extension worker needs to conduct an effective home visit.
- Complete the activity by giving a presentation on the steps involved in planning a home visit. The Handout: *Conducting a Home Visit* will give you the main points.





**ACTIVITY 17**  
**LEARNING POINTS AND ACTION PLANNING**

**Purpose:**

By the end of the session participants will have listed their key learning points and prepared their action plans.

**Time:** 1 hour

**Materials:** \* Action Planning Sheet (see Part 1 of the Manual).

**Method:**

- Refer participants to the *Action Planning Sheet* you distributed at the start of the workshop.
- Ask each individual to select their five most important learning points from the workshop and decide how they will implement these learning points in their work. Allow 20-30 minutes.

**ACTION PLANNING**

- \* Be selective - decide what is manageable in your work situation
- \* Be specific - make statements of action in order to focus on specific and practical skills
- \* Focus on the short & medium terms - decide what is achievable for you

Give some examples of statements of action.

**ACTION PLAN**

Name: .....

Title: .....

ACTION POINT	WHAT I WILL DO BETTER
<i>Improve presentations</i>	<i>Make greater use of visual aids when giving presentations</i>

- Complete the exercise by asking participants to share points from their action plans.

**ACTIVITY 18**  
**WORKSHOP EVALUATION**

**Purpose:**

By the end of the session participants will have provided feedback to the trainers on the usefulness of the workshop.

**Time:** 1 hour

**Materials:** \* Workshop Evaluation Form

**Method:**

- Distribute a copy of the Evaluation Form to each individual and ask them to complete. An example evaluation form is given below. Allow 10 minutes.
  
- Divide the participants into groups of 5 - 6 and ask them to complete a group form, reaching an agreement on the rating of each activity. If time permits ask each group to report their ratings, and record on flip chart.

---

**WORKSHOP EVALUATION**

1. Indicate to what extent the course met each of the following objectives:

	Well	Fair	Poor
a) analysing the target group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) defining the role of the RDP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) explaining the communication process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) developing listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) giving a presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) motivating groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. List the three things you liked most about the course: .....

.....

3. List up to three things, if any, that you disliked about the course content: .....

.....

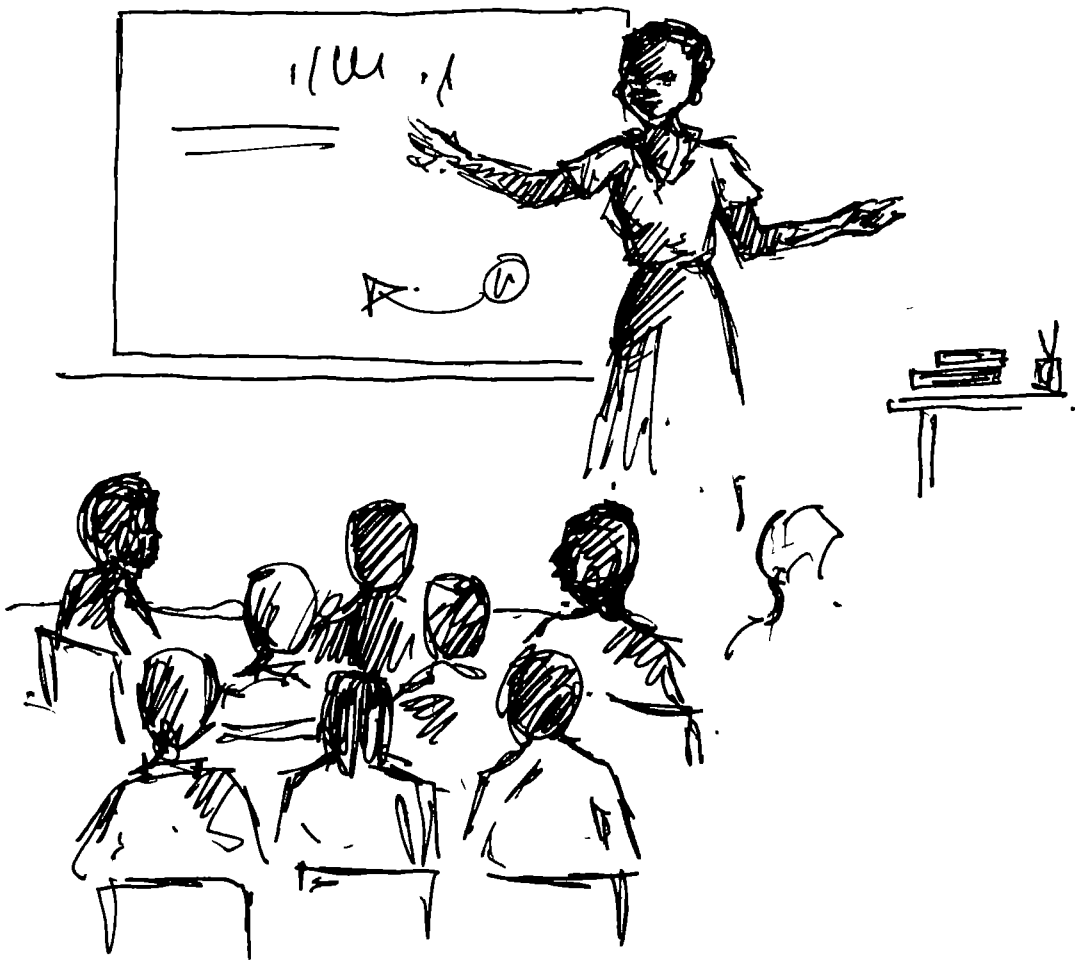
4. What, if anything, could be improved about this course (content): .....

.....

5. Indicate to what extent you are satisfied with the accommodation, travel arrangements etc.

	Good	Fair	Poor
a) Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

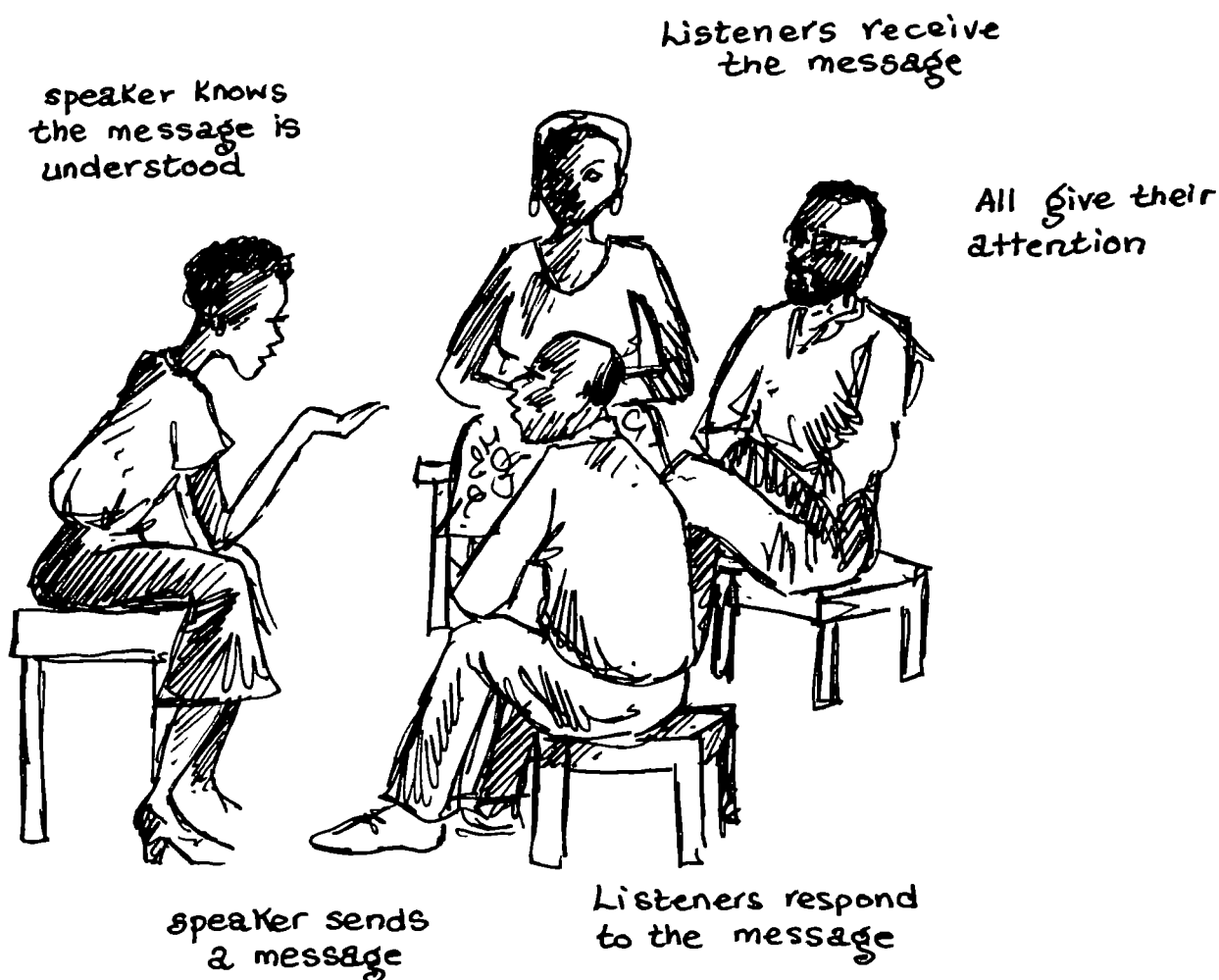
**MODULE 1**  
**TEACHING AIDS**  
**COMMUNICATION SKILLS**



**HANDOUT**  
**COMMUNICATION**

Communication is an exchange of information, thoughts, ideas or feelings between two or more people. The purpose of communication is to create understanding between people. Effective communication creates greater understanding.

**EFFECTIVE COMMUNICATION PROCESS**



## STEPS FOR GOOD COMMUNICATION

1. Speaker & listeners give each other attention
2. Speaker sends a clear & understandable message
3. Listener hears the message & listens carefully
4. Listener responds to the message by answering it or repeating back to confirm she understands
5. Speaker knows the message is understood

**RESULT → BOTH UNDERSTAND EACH OTHER**

## FOR EFFECTIVE COMMUNICATION

THERE MUST BE

- **ATTENTION** by both the speaker and listener
- **INTENTION** One person wants to send a message - the other wants to listen
- **MESSAGE** must be clear and understandable
- **FEEDBACK** The listener must respond to the message

**ALL THE ABOVE MUST HAPPEN TO MAKE THE  
COMMUNICATION PROCESS EFFECTIVE**

## BARRIERS TO COMMUNICATION

- **LACK OF ATTENTION:** one or more persons do not give their attention
- **POOR INTENTION TO COMMUNICATE:** speaker is not confident or organised
- **UNCLEAR MESSAGE:** message is not clear or understandable
- **NO FEED BACK:** listener does not respond to the message

**THERE IS POOR OR NO COMMUNICATION WHEN THE  
CYCLE OF COMMUNICATION FROM ONE PERSON  
TO THE OTHER IS INTERRUPTED**



## CASE STUDIES

1. Garden Project for Malnourished Children in Ombalantu
2. The Agricultural Officer
3. The Water Point at Tsumkwe
4. Oshakati Uniform Manufacturers
5. The Sick Child
6. Onipa Carpentry Cooperative

## CASE STUDY N° 1

## GARDEN PROJECTS FOR MALNOURISHED CHILDREN IN OMBALANTU

~ 0 ~

Some time last year a survey was carried out in three areas in the Northern part of the country. The results of the study indicated that a large number of children, especially from female headed households were malnourished. The Ombalantu area was the most hard hit. The mothers were poor, unemployed, had very little or no education at all, and had no support from family or relatives. The Directorate of Rural Development decided to establish a number of garden projects in the area. Necessary funding and support was obtained from OXFAM Canada.

The projects were assigned to three REOs. One of the garden projects led by Vicky Shilongo started off very well with a group of 60 women. A volunteer, was recruited to provide technical advice, who left after a period of two years.

After some time the project encountered problems.

- Some mothers complained that they were over-worked for very little returns.
- Some accused others of gossiping, laziness and absenteeism.
- Meetings were not covered or attended as required.
- They complained that there was no supervision, and although the project was doing well, they did not know where the proceeds from sales went.
- There was a lot of conflict among the members.

Some members wanted the volunteer back. 45 members dropped out of the project. The REO was worried. She did not know what to do.



## DISCUSS

1. Identify and discuss problems that might have contributed to project failure.
2. How do you think these problems could be solved?
3. Have you met similar problems with the projects you have started in the community?

## CASE STUDY Nº 2

### THE AGRICULTURAL EXTENSION OFFICERS MEETING

~ 0 ~

Mr Stephanus Umub an Agricultural Extension Officer in the Caprivi Region is stationed in Katima Mulilo. He arranged for a meeting with the people in Lianshulu, about 100km from Katima. 30 people turned up for the meeting. The Officer came one hour late, dressed in a pin striped black suit, white shirt and a red tie.

When he arrived he failed to greet the people who were seated under a tree in the premises of Amananga Primary School. It was a hot day and the villagers did not look very pleased.

Stephanus brought a wooden stool with him and after sitting down, went straight into the topic, as follows:

*"I am from the Ministry of Agriculture, Water Affairs and Rural Development. I obtained my degree in Agriculture at Reading in the UK. I have come to tell you to start vegetable gardens and orchards to feed your families. The Ministry has promised to help you with some of the resources. We know what you need. However, you must make a contribution in the form of labour. That is all, I am off to the office now. I am very busy."*

He drove off leaving a cloud of dust behind. The Chief stood up to speak.

*"Who is this man? Where does he come from? Was that a Government vehicle he was driving? Do you really need vegetable gardens and orchards? Why did he use some English words which we did not understand?"*

Next the Headmaster of the school stood up to speak, and said:

*"I do not even know him! He did not even ask for permission to use the school premises. I do not know who he spoke to."*

People just shook their heads, they talked among themselves in very angry tones. One of them stood up and said:

*"Well next time he sets his ugly feet here we will beat him very bad, he will see stars. We want food that we can eat immediately. We are starving, it will take donkey years to reap the vegetables and the fruits. Look at the school, it is collapsing, we have no water, the road is bad. He must be a big joke."*

The Chief finally stood up and told the people to disperse.





### DISCUSS

1. What do you see in the picture?
2. What went wrong at the meeting?
3. Why do you think the Agricultural Extension Officer behaved in that way?
4. How could it have been done better?

### CASE STUDY Nº 3

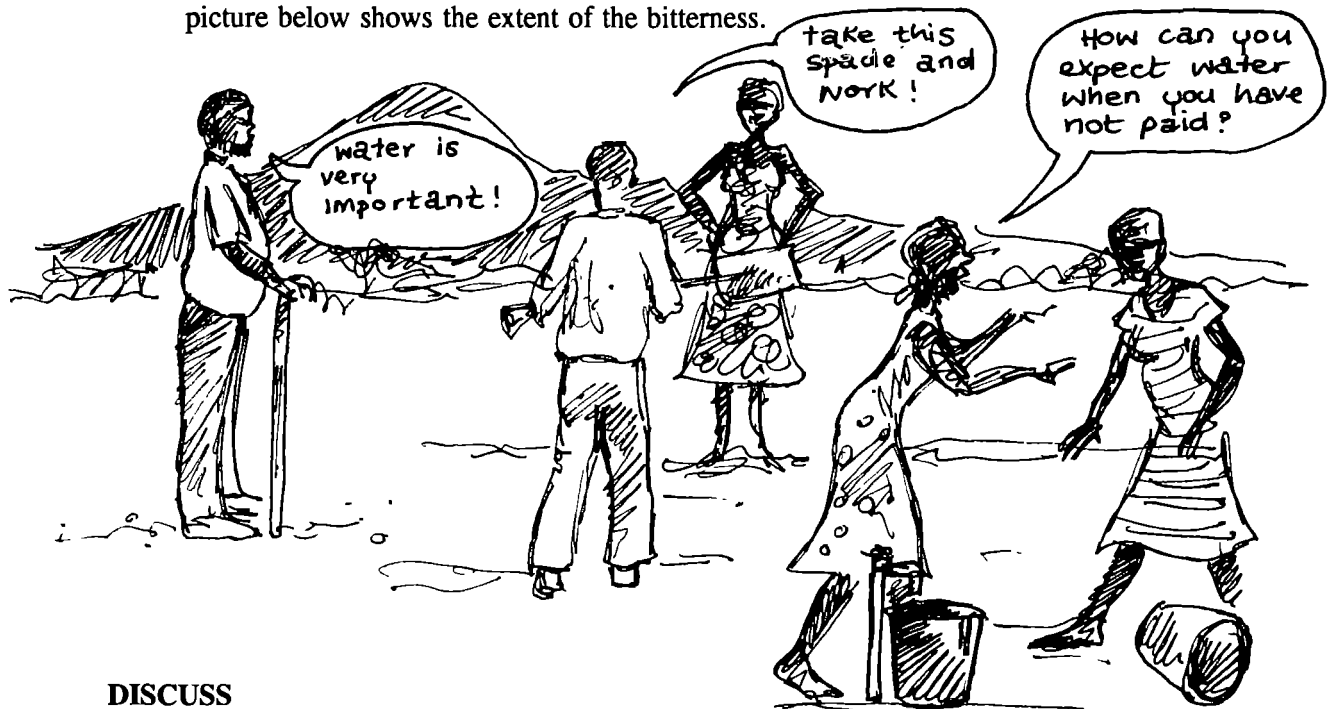
#### TROUBLE AT THE WATER POINT

~ 0 ~

A small settlement in Tsumkwe had been suffering from acute water shortage for a very long time. One of the Development Agencies decided to assist them and provided a water point. The people in the community were very happy.

After some time problems arose.

- Some people complained about the fees that had to be paid to maintain the water point.
- Some made the monthly payments and some refused and said there had been no agreement.
- Others said that those nearer the water point had to pay more.
- The women complained that they were the only ones who kept the water point clean. All the men did was to water the animals there, and even wash their bodies.
- Trouble broke out one afternoon at the water point and the Chief was there. The picture below shows the extent of the bitterness.



#### DISCUSS

As the Extension Worker in Tsumkwe you have been given the responsibility to assist in solving the problem. How would you handle this situation?

## CASE STUDY N° 4

### OSHAKATI UNIFORM MANUFACTURERS

~ 0 ~

The People's Participation Development Association was established in 1985 by a Project Officer working for one of the donor agencies in the country. The aim of the PPDA was to encourage women to form groups to start income generating projects.

Oshakati Uniform Manufacturers was the first textile business to be started in Oshakati. Funds were provided for a series of training workshops to give the women technical skills. Equipment and materials were provided by the donor agency. An "expert" in textiles was sent from the donor's headquarters to provide the technical training. A Business Manager was also engaged.

Within six months the 15 women were skilled in making school uniforms. The marketing was done by the Business Manager and the enterprise progressed as it was the only one of its kind in the area.

During the third year of operating Voortrekker Textiles, a large South African firm was established in Oshakati. For the first time the Oshakati group experienced serious competition. The new textile company sold their uniforms cheap. They satisfied schools quality and quantity wise and made deliveries on time. Oshakati Uniform Manufacturers began to have problems of working capital. In six months time the market was totally saturated. Voortrekker textile took Oshakati by storm.

The business Manager was frustrated and took his frustration out on the women. One morning when Ms Nashilongo (now a widow) walked into the work place the Business Manager shouted: *"I'm sick of this place, you and every one else have become lazy, I do not know when you will take off those black clothes!"*

As the financial situation grew worse the donor agency provided more capital. At this point, the Business Manager's contract would be expiring within six months. A local person was recruited for the job as an understudy. No training was provided for her. Within three months the Business Manager wrote to the Donor Representative in Windhoek to say that the local person is useless, slow and lazy.

After six months the Business Manager went back to his country and the newly locally recruited Manager had only a vague idea of how the business had been run. Problems increased. The new Business Manager, Mrs Ipumbu, took a trip to Windhoek to appeal to the Donor Representative and to request for more funding. She was not successful. Five machines broke down. There was no money to pay for repairs. The project could not pay salaries. Uniforms worth R3 000 was locked up in the store-room because the schools stopped buying. Five women dropped out of the project. The enterprise had no choice but to close down. The Rural Development Promoter cannot assist.

### DISCUSS

You are the rural extension worker for Oshakati and you are asked to take over the project.

1. What steps would you take to start all over again.
2. Identify the problems and try and provide solutions, to help the group.

**CASE STUDY Nº 5****THE SICK CHILD**

~ 0 ~

Ms Kagwe has been working for eight years as a nurse for a church organisation in the Omabalantu area. She manages a health post in a small village entirely by herself. One morning a mother arrived with a very sick baby. The baby had diarrhoea and the mother was in need of help.

The nurse told the mother that diarrhoea cases were common in that area and that it was largely due to unclean water, unhealthy toilets and littering. The mother replied that she knows that the baby fell ill because of the action by an evil spirit, and that she consulted a traditional doctor who confirmed her thinking and gave her some herbs to boil in goat milk to give to the baby. She said her baby's health has not improved and thinks that this evil spirit is really strong.

The nurse listened very carefully and patiently to her. After the woman stopped talking, the nurse said, *"I have understood what you have been telling me and I understand your concern, now that your baby's diarrhoea is not improving, I will give you some medicine."* She gave her some ORS packets and gave her specific instructions on how to give the medicine. She told her that while traditional doctors can sometimes be helpful she should also try the ORS. After two weeks she came back to tell the nurse that the baby is now well and thanked her.

**DISCUSS**

1. What lessons have you learnt from this case?
2. How can it help you in your work as Rural Development Promoter?

## CASE STUDY Nº 6

### ONIPA CARPENTRY COOPERATIVE

~ 0 ~

The carpentry cooperative in Onipa was established in 1991. The aim of the carpentry cooperative was to help returnees earn their own income and settle back in their home country.

The carpentry cooperative was one of the first to be started in the north. Funds for the workshop, equipment and materials were provided by an NGO based in Windhoek. The members of the cooperative have the skills and knowledge to make chairs, beds and tables.

Every two months, the NGO representative from Windhoek comes to visit the group and enquires about their progress.

The Rural Extension Officer in the area wants to get to know the existing groups in his districts and visits the carpentry cooperative.

The members of the carpentry cooperative were very happy to see him and they told him about how the project started and the work they put in to get it going. They said that in the beginning they were doing quite well, but now after one year other carpentry projects have started and they fear competition. They are selling their products straight from the workshop. The REO asked them where these other carpentry projects were situated, but the cooperative members do not know. They also do not know what kind of products the other projects produce and where they are marketing their items.

The REO also enquires whether the members have discussed the problem with the representative of the NGO. They say that the lady from the NGO is always in a hurry and only spends half an hour with them.

The REO agrees on a time to meet them to discuss the problems. On her way home the REO thinks back on what was discussed and makes plans of what he could do to prepare himself for the next meeting. The problems are: sales have gone down, supplies are difficult to get, and their truck has broken down.

#### **DISCUSS:**

1. What issues can the REO think of in preparation for the meeting?
2. Have you come across such problems with other Production Groups?
3. How did you solve them?

# HANDOUT

## LISTENING TECHNIQUES

Listening involves paying attention and giving feedback. Below are some examples of how to give feedback and encourage discussion in difficult types of situations.

Situation	Purpose	Possible Responses
1. <i>Clarifying</i>	<ul style="list-style-type: none"> <li>• To get at additional facts.</li>   <li>• To help the person explore all sides sides of a problem.</li> </ul>	<ol style="list-style-type: none"> <li>1. "Can you explain that?"</li> <li>2. "Do you mean this?"</li> <li>3. "Is this the problem as you see it now?"</li> </ol>
2. <i>Checking</i>	<ul style="list-style-type: none"> <li>• To check out meaning with the speaker.</li>   <li>• To show you are listening and that you understand what the other has said.</li> </ul>	<ol style="list-style-type: none"> <li>1. "As I understand it, your plan is ..."</li> <li>2. "Is this what you have decided to do ... and the reasons are ..."</li> </ol>
3. <i>Encouragement</i>	<ul style="list-style-type: none"> <li>• To convey that you are interested.</li>   <li>• To encourage the person to continue talking.</li> </ul>	<ol style="list-style-type: none"> <li>1. "I see."</li> <li>2. "I understand."</li> <li>3. "That is a good point."</li> </ol>
4. <i>Sympathy</i>	<ul style="list-style-type: none"> <li>• To show that you understand how the other feels about what (s)he is saying.</li>   <li>• To help the person to evaluate and change his or her own feelings as expressed by someone else.</li> </ul>	<ol style="list-style-type: none"> <li>1. "You feel that ..."</li> <li>2. "It was shocking as you saw it."</li> <li>3. "You felt you didn't get a fair hearing."</li> </ol>
5. <i>Summarising</i>	<ul style="list-style-type: none"> <li>• To bring the main points together.</li>   <li>• To lead into discussion on a new aspect of a problem.</li> </ul>	<ol style="list-style-type: none"> <li>1. "These are the main ideas you have expressed ..."</li> <li>2. "If I understand how you feel about the situation ..."</li> </ol>

<b>CASE STUDY</b>
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<b>THE SILENT MEETING</b>
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The Ovitoto Project was experiencing a number of problems. The Rural Extension Officer and three RDPs all planned for a meeting, to try and address the issues. The meeting was scheduled for 9am, on a Saturday in the Primary School hall. The REO arrived a 9 o'clock sharp and the three RDPs all came in 5 minutes later. The REO seated herself all alone at the head of the table. The RDPs sat halfway down the table. The 20 project holders took their seats at the back of the hall on both sides. The REO distributed the Agenda to the RDPs and started the meeting by outlining the problems of the textile group which she said was as follows:

- Fear of competition
- Lack of advertising techniques
- Lack of management and financial skills
- No entrepreneurial spirit
- Lack of commitment and motivation.

She then started to expand on the problems and how these could be overcome.

When she came to the end of her 45 minutes lecture. She invited comments from the women. None of them attempted to speak.

She went further to ask them whether they understood what she meant by commitment and motivation. There was dead silence. One of the Rural Extension Workers tried to explain the meaning of motivation and commitment. *"This is what we learnt about a month ago, Mme mme Nangula, don't you remember?"* said the second RDP. Miss Nangula murmured something but no one heard her. The third RDP said that the women of Ovitoto textile project were not working together as a group. There was a lot of jealousy and quarrels among its members. The meeting went on for about two hours with only the REO and the three RDPs talking. The women started talking among themselves, and the REO, who was the Chairperson, did not call the meeting to order. The meeting became so disorderly and the women complained of hunger. The Chairman closed the meeting.

## DISCUSS

1. What went wrong in this meeting?
2. How would the meeting have been organised to improve participation?

# HANDOUT

## GROUP DISCUSSION

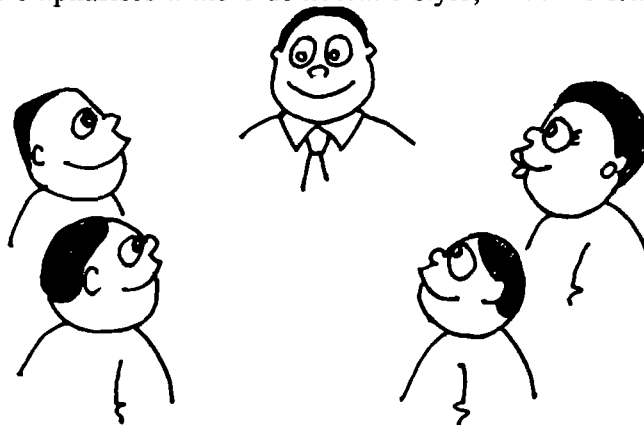
### Advantages of Group Discussion

Group discussion can be an effective method of learning, particularly when there is a need to exchange ideas and opinions and to solve problems. A group discussion has many advantages:

1. In a group people can express many points of views about a subject. They have a chance to hear what other people think and compare ideas. This stimulates their thinking and encourages them to take part in the group discussion.
2. A group discussion can encourage people to make agreements that they can all support, and that will benefit the whole community. When people reach agreement they will feel more responsible for making sure the agreement is fulfilled.
3. You can reach more people in a group than individually. Village workers have limited time and cannot always talk with each person individually. You can often be more effective and take less time by discussing issues in a group.
4. After a group discussion is over many people will continue talking about what was said, even after you leave. The effect of the discussion will cause people to talk more and to do something about their problems

### The Discussion Leader or Facilitator

'Leadership' does not mean telling the group what to do. The leader who tells might have short meetings but he will not stimulate ideas and opinions. A better approach to group leadership is one that emphasises a more democratic style, with the leader helping the group to make decisions.





## Leadership Skills

The skills for leading a group discussion can be learnt. Some of these skills are:

- keeping members on the topic
- helping to explain what group members have said as a way of:
- stating the problem in a way that will help people to work it out. This involves:

A good leader will avoid:

- criticising the ideas and values of others
- forcing his own ideas on the group
- making decisions for the group
- talking too much and dominating the group

## The Group

The extent to which a discussion group operates smoothly will be influenced by:

- the feelings and attitudes of members
- relations between members
- underlying factors such as power-plays, hidden agendas and the overall willingness of members to participate.

These kinds of factors are called group dynamics.

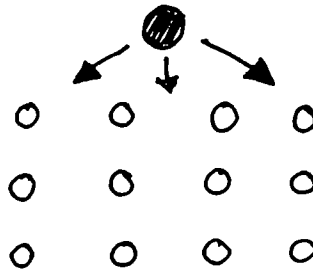


## Group Dynamics

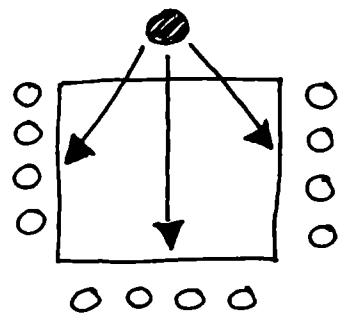
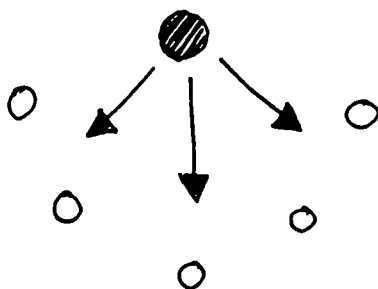
Group dynamics can be divided into two broad categories. Those that help to build the group, and those that block the group. For example:

<i><b>BLOCK</b></i>	<i><b>BUILD</b></i>
1. Not listening	1. Humour
2. Unclear issues	2. Starting on time
3. Disorganised	3. Short meetings
4. No facilitator	4. Fun
5. No defined goals and objectives	5. Compromising

The physical arrangements for a group discussion will also affect the group dynamics. The seating arrangements will influence the pattern of communication. For example, in a typical classroom situation the flow of communication is one way - from the teacher to the pupils.



Better seating arrangements are:



But all these seating arrangements make the group leader the centre of attention. A better arrangement is a circle, where the leader is one of the group.

## Group Decision-making

In many cases discussions are held to exchange points of view and to reach a decision of what to do about a particular problem. If a group is to carry out the decision effectively then everyone should be involved in reaching the decision and agreeing with it.

This process of consensus - decision making does not mean that everyone will be in full agreement with what is decided, but that everybody has had a fair chance to be heard. Overall there will be agreement.

Consensus - decision making involves:

- Describing and defining the problem so that everyone understands it and is aware of all the relevant information
- Listing all the possible solutions
- Reviewing and prioritising the possible alternatives, getting everyone to give their opinions
- Making a decision by re-stating points of agreement, and disagreement, periodic testing by asking "Do we agree that ..." will this help to clarify issues. Where there is no agreement:
  - ask those who disagree to suggest alternatives;
  - decide on a course of action to help resolve the disagreement
- Implement the decision. Once the decision has been taken decide who will do what by when and how. This means the task must be clearly defined and spelled out in detail. Without this step the group's energy has been wasted.
- Evaluate the results of the decision. Did we do what we said we would do? What things happened that were not anticipated in the planning. How would we do it if we had to do it again? By evaluating we can learn from our experience.

## Summary

Conducting a discussion involves:

- \* having a clear purpose for discussion
- \* being prepared for the discussion
- \* making sure all members understand the purpose
- \* encouraging discussion and creating the right atmosphere for an exchange of ideas
- \* getting agreement
- \* reaching a decision on implementing the solution

## HANDOUT

### CONDUCTING A HOME VISIT

#### Introduction

A home visit is a method that can be used to provide advice or services to individuals and families. It is a planned visit to a farm or home. The home visit can be used to:

1. Provide information, and services to individuals and families. This might be in response to specific requests for help; or to explain a recommended practice such as how to grow vegetables; or to invite the individual or family to participate in a community activity, such as maintaining the water points.
2. Learn and gather information about individual homesteads and the community. This might be to help the extension worker gain better knowledge of the problems faced by the individuals; or to follow-up and observe the results of a recommended practice; or simply to get to know a particular individual or household.

A home visit can be useful because it:

- can help to encourage the exchange of ideas between the household and the extension workers.
- makes it possible to assess a household's problem on the spot. Ways to deal with the problem can then be worked out by both the extension worker and the household.
- can help to build friendship and confidence between the household and the extension worker.



*What other advantages can you think of?*

However, a visit requires a large amount of the extension workers time, and the number of visits that can be made in a day is limited. There is also the danger of concentrating on the most progressive and modern households and ignoring those less progressive - where personal contact is most needed. You need to be conscious of this and take care to avoid it.

## Planning a Visit

A home visit needs to be planned in advanced, conducted in a friendly, efficient manner, and followed-up. This is the case with all extension methods.

## Before the Visit

Careful preparation before the visit is the key to success.

- **be clear on the purpose of the visit:** where possible this should be agreed up on by the extension worker and the household.
- **make an appointment with the household if possible:** if this can not be done choose a time when you know the family members will be home, and not too busy to talk to you. Don't interrupt anything!
- **check the information you will need:** including any information you may have about the household to be visited.
- **decide the approach** you will use during the visit and organise required teaching material accordingly.

## During the Visit

During the visit be aware of your role as an extension worker. Relate your information to the household situation and their problems about their crops, cattle, health of their family, and so on. Some of the points you should remember during the visit are:

- Greet the family in traditional manner and inquire about the health and condition of family members.
- Explain why you are there, and get their agreement. Do not pressure the family members into an educational experience. Talk with them, listen, and make education a part of the conversation.
- Make the visit a pleasant experience for all. Discuss your views and their concerns in a friendly way.
- Listen attentively to what they say about their problems and needs. Pay attention to non-verbal aspects of communication.
- Observe what is going on in the home and how much time the family can give you.
- Praise the family when the occasion calls for it, e.g. when the house is well kept; when the farmer has done a good job.

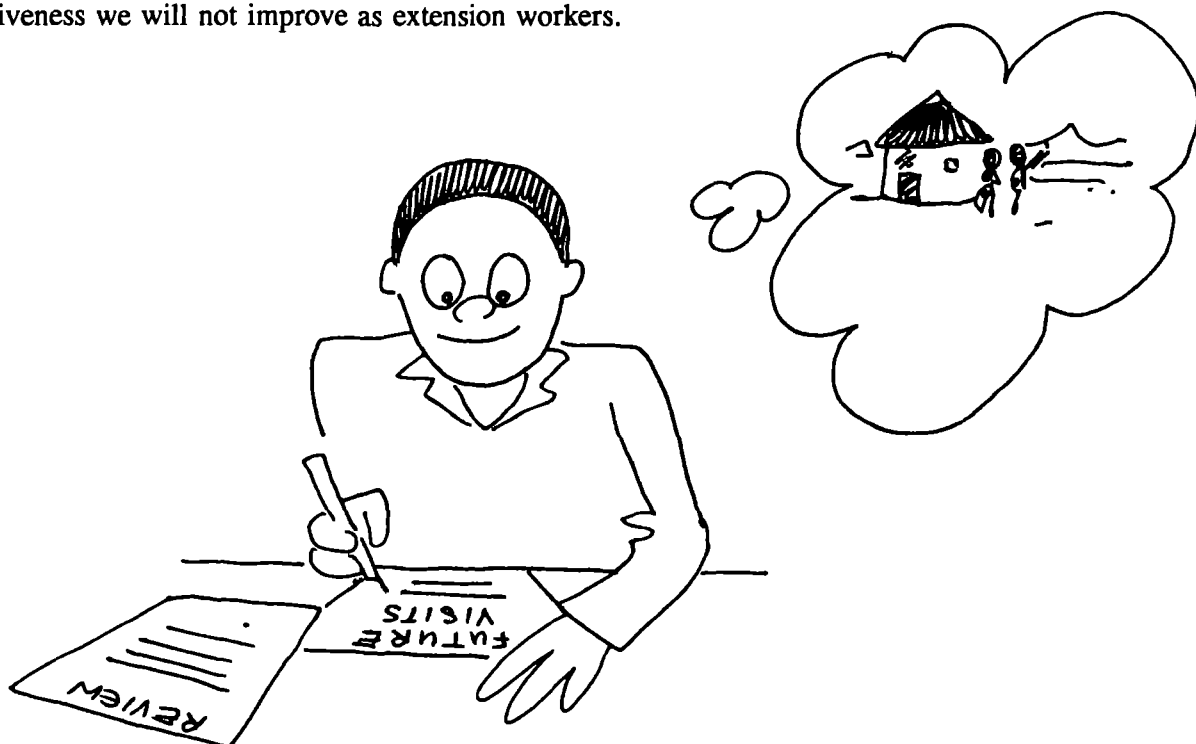
- Use visual aids and demonstrations when you give lessons.
- Do not take notes while home visiting, except to write down what you may have promised to do for the family.
- Invite families to attend community meetings when these occur.

### After the Visit

After the visit make a record of what happened and what was agreed for future reference. In addition:

- review the objectives of the visit, and evaluate the effectiveness of the visit making note of both the positive and negative aspects so that you can help improve on future visits.
- follow-up matters of importance, in particular the things you have agreed to help the household with.
- plan a future visit.

It is important to evaluate your visits. Unless we engage in a critical review of our effectiveness we will not improve as extension workers.



**HANDOUT**

**FACILITATING CHANGE IN A HOME SETTING**

These simple steps will help you understand an individual's or family's problems and will help them understand how they can solve the problems by themselves and with your help.



**STEPS**

**1. Create a friendly atmosphere**

Give a friendly greeting  
 Introduce yourself  
 Be friendly, warm and natural  
 Take an active interest  
 in the individual, the  
 family, etc

Some Examples

"Hello"  
 "I am ..."  
 "How is your family?"

**2. Explain why you are there or what you can do**

State clearly why you have  
 come or what you are able  
 to do.  
 State what benefit they  
 might get from your  
 visit

"I am from the Ministry of ..."  
 "I came to find out ..."  
 "I have some information that may  
 help you..."

**3. Find out what people want and need**

Ask about their problems and conditions  
 Find out their complaints and difficulties  
 Discover what they consider important about health, illness, crops, etc

"How are you feeling?"  
 "How is your health?"  
 "How are your children?"  
 "What difficulties are you having?"  
 "What things are you having trouble with?"  
 "What things do you want in your life" ... for your family?

**4. Find out what difficulties are getting in the way**

Identifying the barriers  
 Ask what prevents them from achieving their wants and needs

"What prevents you from doing that?"  
 "What is getting in the way?"  
 "I see that:  
 - you have a bad cough...  
 - your children appear sick...  
 - your water is not very clean  
 - your maize crop is very poor

**5. Explore different actions and solutions**

Ask what things the person can do to accomplish what he/she wants; to prevent something from happening; to solve the problems etc  
 Try to get alternative ideas, not just one course of action

"What could be done to..?"  
 "What things could you do to ...?"  
 "How could you prevent that from happening?"  
 "What other things could be done?"  
 "What else could you do?"  
 "Who else could help...?"

**6. Find out what the person is willing to do**

From the ideas above, find out what is possible and within local means  
 Find out at least one thing the person is willing to do  
 Get an agreement for some specific action

"What do you think is the best thing to be done?"  
 "What would you be willing to do ...?"  
 "What would you be willing to agree to do ...?"  
 "When could you start ...?"



7. **Find out what assistance is needed**

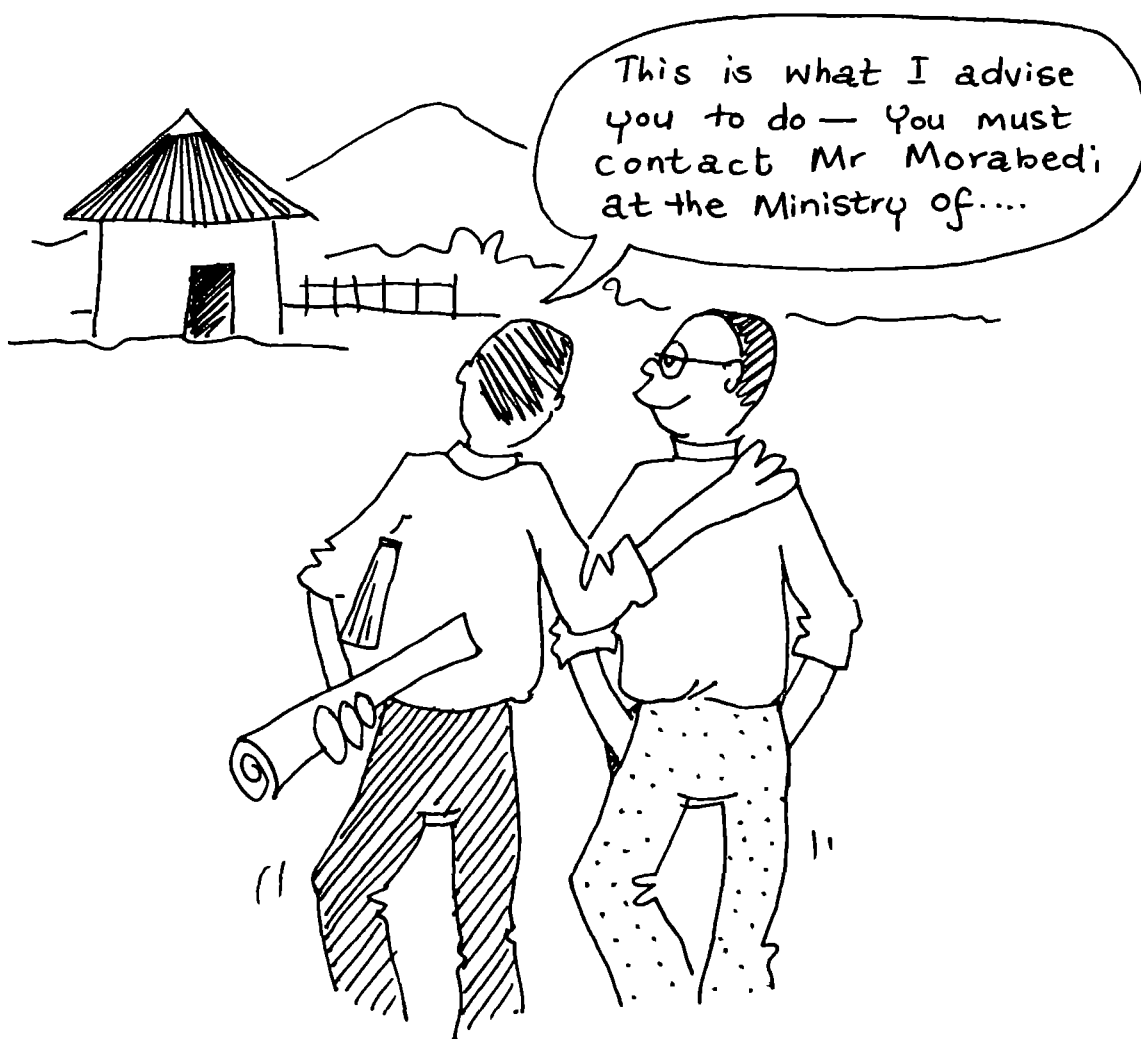
Ask what assistance the person needs or wants  
State other sources of assistance that you know about

"What help do you need?"  
"What else could help you?"  
"Could other people (your friends, the community, etc) help you do this?"  
The Ministry of ... can provide ..."

8. **Follow up on agreement made**

Take whatever action you think wise to follow up with agreements people make on health/agriculture, projects

"I will check back in one week ..."  
"I will contact the Ministry of ..."



MODULE 2  
PEOPLE'S PARTICIPATION  
AND MOTIVATION





## *LEARNING OBJECTIVES*

On completion of the People's Participation and Motivation Module participants will:

- ◆ be able to explain the meaning of community participation, both for them as Rural Extension Workers and the communities they are working with.
- ◆ have developed the skills for promoting community participation, and working with community groups.
- ◆ be able to list the factors they should consider when working with adult learners.
- ◆ have demonstrated their ability to use motivation techniques.
- ◆ have demonstrated their ability to organise a field trip.
- ◆ have developed the skills to assess a community project.

## TIMETABLE

### DAY 1

- 8.00- 8.30 Activity 1: Workshop Introduction  
8.30- 9.30 Activity 2: The Participatory Approach  
9.30-11.30 Activity 3: People's Participation - necessary attributes  
11.30-12.45 Activity 4: The Tree of Life  
2.15- 4.30 Activity 5: The Promoter and the Community

### DAY 2

- 8.00-10.00 Activity 6: Working with Community Groups  
10.30-12.45 Activity 7: How to organise a community meeting  
2.00- 4.30 Activity 8: Working with adults

### DAY 3

- 8.00-10.00 Activity 9: Techniques of Motivation  
10.30-11.30 Open Forum: Question & Answer Session  
11.30-12.45 Activity 10: Planning a Field Activity - Preparation  
2.00- 4.30 Activity 10: Planning a Field Activity Preparation (continued)

### DAY 4

- 8.00-12.45 Activity 10: Planning a Field Activity - Field Visit  
2.30- 5.00 Activity 12: Planning a Field Activity - Field Report

### DAY 5

- 8.00-12.45 Activity 10: Planning a Field Activity - Field Reports (continued)  
2.00- 3.00 Activity 11: Final Review & Action Planning  
3.30- 4.30 Activity 12: Workshop Evaluation

## OVERVIEW OF ACTIVITIES

The module is divided into twelve activities. The purpose and duration of each is summarised below.

***Workshop Introduction (30 minutes)***

Timetable and workshop process are explained.

***The Participatory Approach - Mock Presentation (1 hour)***

A demonstration to emphasise some of the 'dos' and 'don'ts' of working with a community.

***People's Participation - necessary attributes (1½ hours)***

An exercise on the attributes a community needs to be able to effectively participate.

***The Tree of Life (1 hour)***

An exercise to analyse the importance of a community's history in development activities.

***The Extension Worker & the Community (1 hour)***

Exercise and discussion of the Rural Development Promoter's leadership style.

***Working with Community Groups (2½ hours)***

Practical exercises on group communication and dynamics.

***How to organise a community meeting (2 hours)***

Practical exercise to examine the skills involved in organising community meetings.

***Working with adults (2 hours)***

A discussion of the leadership styles needed when working with adults.

***Techniques of Motivation (1½ hours)***

Critical incidents to help participants develop some of the motivation techniques they can use in difficult situations.

***Planning a field visit (1½ days)***

A practical exercise on planning, implementing and evaluating a visit to a community project.

***Final Review and Action Planning (1½ hours)***

Listing of learning points and individual action planning.

***Workshop Evaluation (30 minutes)*** Participants give their comments on workshop

# **DESCRIPTION OF ACTIVITIES**

## **ACTIVITY 1 WORKSHOP INTRODUCTION**

**Purpose:**

At the end of the session participants will have agreed the workshop timetable.

**Time:** 30 minutes

**Materials:** \* Workshop Timetable \* Action Planning Forms

**Method:**

● Once there is agreement on the workshop goals, give an overview of the timetable, and get agreement on starting, breaks and closing times.

EXPLAIN THE WORKSHOP PROCESS AND EMPHASISE THE NEED FOR PARTICIPATION. PARTICIPATION WILL INCLUDE:

- ☞ starting on time
  - ☞ joining in ice-breakers and warm up activities
  - ☞ participating in learning activities, built around:
    - a) presentations and demonstrations by trainers
    - b) discussions, role plays, case studies, critical incidents,
    - c) practice sessions by participants
    - d) group and pair work.
  - ☞ assisting with the preparation of role plays
  - ☞ rotating jobs within the workshop so that everyone gets a chance to be a group chairperson, group reporter, newsprint recorder or process observer.
- Explain the purpose of the handouts.
- Explain and distribute the 'Action planning form' and:
- suggest that they use the form to keep a record of the skills and ideas that they learn during the workshop and that they think they can use at work
  - explain that they will have an opportunity to review their action points during the final sessions of the workshop.
- Finally get agreement to an evaluation session at the end of each day. Explain that:
- you need about four volunteers to join the trainers for 30 minutes to review the sessions
  - evaluation is a useful way of getting feedback and resolving any problems that might have occurred. It keeps participants informed of the next steps.

*"Encourage participants to view the workshop as theirs".*

## **ACTIVITY 2**

### **THE PARTICIPATORY APPROACH**

**Purpose:**

By the end of the session participants will have identified some of the qualities that a rural extension worker should have to be able to facilitate a participatory approach to rural development.

**Time:** 1 hour

**Material:** \* Teaching aids for demonstration

**Method:**

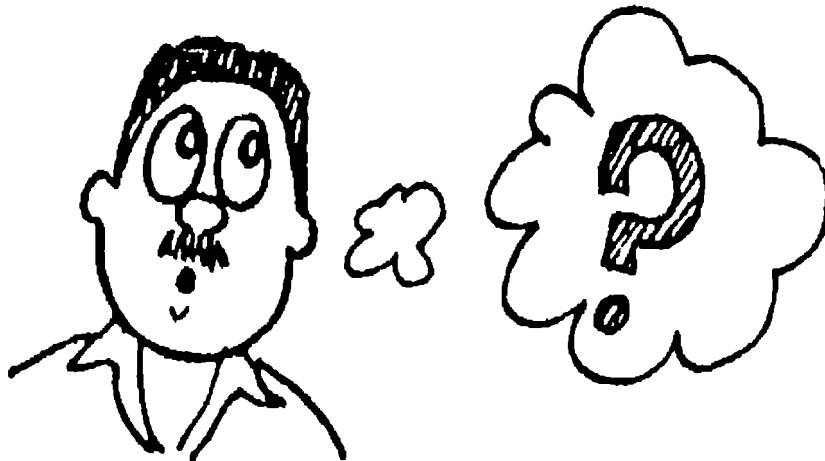
● One of the trainers, without any advanced introduction, deliberately gives a poor demonstration of how to work with a community. The demonstration is of an extension worker talking at a community meeting. The aim is to introduce, in a humorous way, some of the common mistakes that need to be avoided if you are going to get the community involved in development activities. Some of the points that you will need to write into the role play so that they can be drawn out in the discussion are:

- |  |                                      |
|--|--------------------------------------|
| * body language: aggressive, unfriendly        | * pace: talks too quickly            |
| * ignored questions and questioners            | * no introduction and no summary     |
| * unsure of his subject: confused the audience | * distracting gestures               |
| * over conscious of time - rushing to leave    | * lack of respect for her audience   |
| * ignored their suggestions                    | * dictator style - likes to instruct |

● At the end of the demonstration divide the participants into groups to discuss the following questions:

1. *What do you think the community felt about the extension worker and his approach?*
2. *What did the extension worker do wrong?*
3. *What approach should he have taken to get the community involved?*

● Allow 15 minutes for the discussion, organise a report back and list their points on flip chart.



**ACTIVITY 3**  
**PEOPLE'S PARTICIPATION - NECESSARY ATTRIBUTES**

**Purpose:**

By the end of the session participants will have identified the qualities, or attributes which village people need to be effective partners in development.

**Time:** 1½ hours

**Material:** Envelopes with attribute slips

**Method:**

- Explain to the participants that in this activity there is no right or wrong answer but that they will have to explain and justify their choices. In doing so they should draw on their own experience of working with village people.
- Hand out an envelope to each participant. Explain that in each envelope there are 32 slips of paper, 29 of which have words showing certain attitudes, behaviours and skills. Many of these attributes are what one might hope to find in village people when they are ready to participate in a community water project, or other kinds of household food security projects. The blank slips are there if participants wish to add to the list.
- Divide the participants into small groups. Explain that in their groups they should:
  - \* first, individually chose **five** attributes that are in their opinion the most vital to a programme which depends on community participation; and
  - \* then, as a group agree on a final list of **five** attributes that they can justify as a group. Allow 20 to 30 minutes.
- Take a brief report from each group of their attribute list and their justification.



- If time allows, ask the participants what kind of educational activities would be most appropriate to promote these attributes at the community level.



## ACTIVITY 4 THE TREE OF LIFE

**Purpose:**

By the end of the session participants will have reviewed their personal histories and the differences between them, because of different backgrounds - and work with communities with such knowledge in mind.

**Time:** 1 hour

**Method:**

● Give a brief introduction to the exercise by explaining that a persons 'history and background' often influences their ideas, attitudes and behaviour. Then ask each participant to draw the tree of their life. Give the following questions as guidelines:

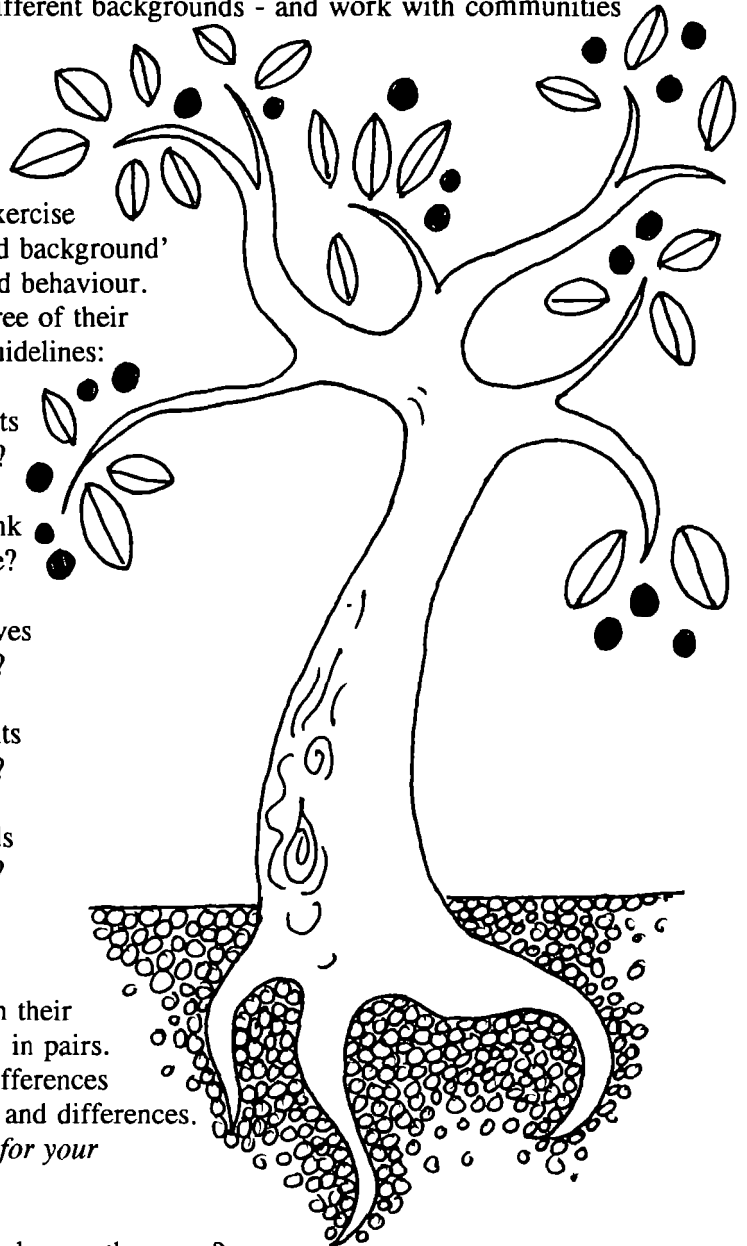
1. What do you think the roots represent in your own life?
2. What do you think the trunk represents in your own life?
3. What do you think the leaves represent in your own life?
4. What do you think the fruits represent in your own life?
5. What do you think the buds represent in your own life?

Allow 15-20 minutes.

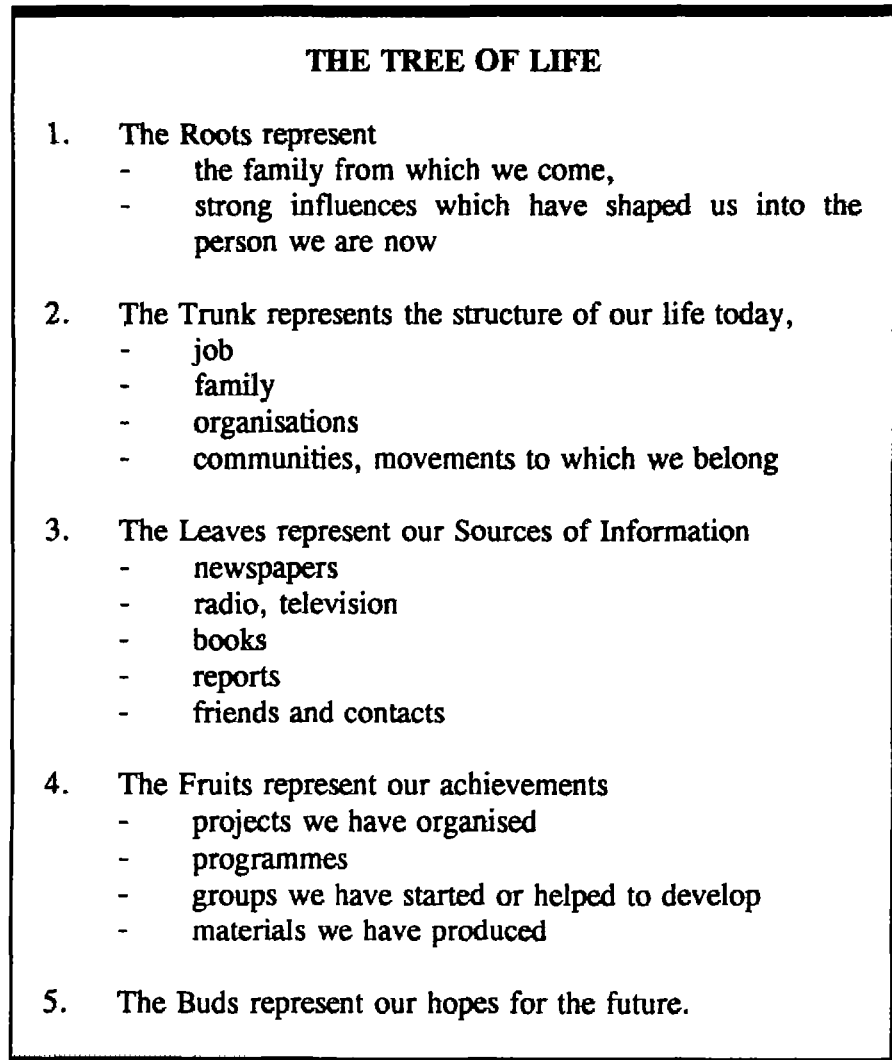
● Invite a few participants to explain their trees. Let them swap their trees of life, in pairs. Ask whether there are similarities, or differences between pairs (1 pair). List similarities and differences. Ask: "*What are the implications of this for your work with the communities?*" eg:

- Do you think peoples lifestyles are the same?
- Do you think all of them get support from their relatives and family?
- Are they all educated?
- How do you rate their social and economic status?  
*High                      Medium                      Low*
- What can you do for them?
- How can you help them?

Allow 20 minutes for this activity.



- Review the tree of life using the flip chart below and relate it to the above learning points.



When working with individuals and groups in the community, remember that:

- People are different
- Expect different results
- Use different approaches

**ACTIVITY 6**  
**THE EXTENSION WORKERS AND THE COMMUNITY**

**Purpose:**

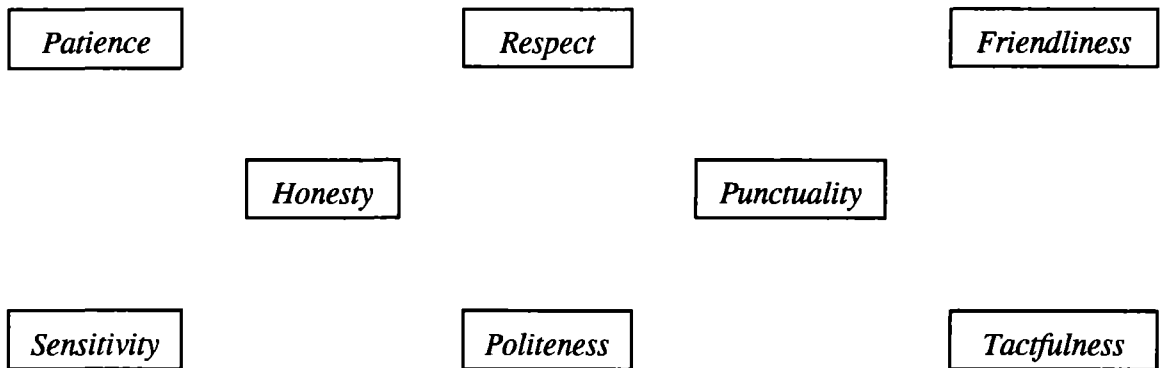
By the end of the session participants will have evaluated their personal leadership styles and its implications for their work in the community.

**Time:** 2 hour

**Materials:** \* The self assessment form "Looking at Myself"

**Method:**

- Ask each participant to list three characteristics of a person, without mentioning any names, that they work with. Give some examples of characteristics eg. 'arrogant', 'patient', 'listens well'. Allow 10 minutes.
  
- In the large group ask each person to read out their list, and as a group decide whether or not these are positive or negative characteristics for a person working in rural communities. List their responses on flip chart under the headings 'negative' or 'positive'. Allow 30 minutes
  
- In small groups ask the participants to list the **five** positive characteristics they think are most important for an extension worker. Ask them to post them on card on the wall and then briefly summarise. For example, some of the points they will list are:



Review these points and discuss those that are not clear, or that people disagree with. Allow 1 hour.

- Ask each individual to complete the form "*Looking at Myself*". Stress that it is confidential - there will be no need to show it to anybody else unless they wish to - and it is important that they be honest with themselves. Explain the questions, and that the aim is to help each person identify what personal characteristics they need to improve. Allow 10 minutes.

## **ACTIVITY 6**

### **WORKING WITH COMMUNITY GROUPS**

#### **Purpose:**

By the end of the session participants will have listed and analysed some of the obstacles that interfere with the activities of community groups.

**Time:** 2 hours

**Materials:**

- \* Case study: *The Piggery Project*
- \* Handout: *Working with groups*
- \* Checklist: *Assessing Your Group*

#### **Method:**

##### **Exercise - Building Trust (45 minutes)**

- Divide the participants into two community groups that are likely to have difficulty working together (e.g. men and women, young and old). Explain that each group takes on the role that they have been assigned and discusses "*What are our main difficulties in working with the other group*".
- Each group reports back, but neither group is allowed to defend themselves against the criticism made of them. Now divide the group into smaller groups to discuss:
  - 1 *What guidelines could you as an extension worker give to the community to make it easier for them to work together in the future?*
  - 2 *Based on our experience what things should we avoid doing as extension workers that tends to interfere with community building?*
- Organise a report back, listing the main points on flip chart.

##### **Exercise - Group Leadership (45 minutes)**

- Explain that they are going to analyse in groups a case study called: "*What went wrong with the piggery project*" (See Teaching Aids - Participation Module). Briefly explain the case study.
- Divide the participants into groups, handout the case study and ask them to discuss the following questions:
  - 1 *What is the problem with the project?*
  - 2 *Why has this problem occurred?*
  - 3 *How could it have been avoided?*Allow 20 to 30 minutes for the discussion.
- Organise a report back. Summarise the exercise by asking the participants to list the main learning points for them as Extension Workers.

##### **Presentation - Understanding Groups (30 minutes)**

- Give a short presentation to highlight some of the key points that Extension Workers need to observe when working with groups (*See Handout: Working with Groups in the Teaching Aids section*). Ask each individual to complete the check list, *Working with Groups*, for a group they are working with and decide what improvements need to be made. Take a few examples and discuss how they will make those changes.

## ACTIVITY 7 HOW TO ORGANISE A COMMUNITY MEETING

**Purpose:**

By the end of the session participants will have defined the right procedures for planning, organising and a conducting a community meeting.

**Time:** 2 hours

**Method:**

- Introduce the topic, explaining that meetings are an important part of the extension officers work but unless they are well organised they are often not very productive. If meetings are not productive people will lose interest and stop attending.
- Divide the participants into groups of 5 - 6 and ask each group to select a topic related to household food security. For example:

- |   |                                |
|---|--------------------------------|
| * <i>water</i>                                | * <i>food storage</i>          |
| * <i>sanitation and hygiene</i>               | * <i>wild fruit harvesting</i> |
| * <i>a specific income generating project</i> |                                |

Based on their topic they should decide:

- 1 Who should be the first contact in the community?
- 2 Who would be the other contacts?
- 3 Who would you consider to be the main target group?
- 4 What would be the agenda for your first meeting?
- 5 How would the following factors influence your planning for the meeting: venue, time, season, language?
- 6 What motivation techniques would you use to make the meeting a success?

Ask the groups to record their responses on flip chart.

- Organise a report back, and evaluate each presentation. At the end of the session summarise the main points. Use the check list below to help you.

	<p><i>Trainers Check List</i></p> <p><b>COMMUNITY MEETINGS</b></p> <ul style="list-style-type: none"> <li>* Contact with the community leaders and action groups before the meeting</li> <li>* Coordinate with other organisations working in the community</li> <li>* Plan your meeting with other extension workers that will be involved in your project</li> <li>* At the meeting use:               <ul style="list-style-type: none"> <li>- participation building techniques</li> <li>- observe how people react</li> <li>- listen carefully</li> <li>- discuss problems</li> <li>- summarise conclusions - check for agreement</li> </ul> </li> </ul>	
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## ACTIVITY 8 WORKING WITH ADULTS

**Purpose:**

By the end of the session participants will have identified the difference between leading adults and teaching children, and discussed the implications of these differences for their role as extension workers.

**Time:** 2 hours

**Materials:** \* Handout: *Working with Adults*

**Method:**

● Brainstorm with the whole group the difference between working with adults and teaching children. List their points on flip chart. The trainers' check list below will help you identify some of the key differences.

<i>Trainer's Check List</i>	
<b>LEARNING DIFFERENCES</b>	
<b>ADULTS</b>	<b>CHILDREN</b>
<ul style="list-style-type: none"> <li>More motivated because of experience</li> <li>More experienced</li> <li>Less flexible</li> <li>More responsible</li> <li>Less creative</li> <li>Better attention span</li> <li>Clearer objectives</li> </ul>	<ul style="list-style-type: none"> <li>Can retain more knowledge</li> <li>Learn more easily through planning</li> <li>Have different interests</li> <li>More curious - eager to learn</li> <li>Learning is compulsory - teachers can enforce and discipline</li> <li>Dreams</li> <li>More willing to memorise</li> <li>More spontaneous and flexible</li> </ul>

● Now introduce an individual exercise. Ask each participant to list one of the three most important things he remembers learning out of school. They should then choose one thing from the list and answer the following questions:

- *Why did you learn it?*
- *Who helped you learn it?*
- *What was the relation between you and the person who helped you learn?*
- *In what way did you learn it?*
- *What made your learning easier?*

● Then divide participants into groups of three to share their answers and discuss: *What are the implications of our own personal experiences for our work with adults?*

● In the large group-list the implications and then summarise the main learning points.

## **ACTIVITY 9**

### **MOTIVATION TECHNIQUES**

**Purpose:**

By the end of the session participants will be able to use different techniques for motivating groups and individuals.

**Time:** 2 hours

**Materials:** \* slips of paper with critical incidents

**Method:**

● Divide participants into groups of 5 - 6 and then ask each group to draw one slip of paper out of the box (make the choosing like a lottery). Explain that on each slip of paper there is a brief description of a problematic situation and that it is their task as a group to decide what approach the Rural Development Promoter should take to overcome the problem. They should prepare a short (3 minute) drama showing how they would solve the problem. Allow 15 - 30 minutes for preparation.

● Each group then performs its drama. After each drama ask the whole group to comment on:

- a) whether or not the solution was realistic
- b) what motivational techniques were used
- c) what other techniques could have been used

List their responses on flip chart.

● Complete the exercise by summarising the main techniques that can be used to motivate individuals and groups in the community. Use the check list below and points listed on the flip chart to help you do this.

	<p><i>Trainer's Check List</i></p> <p><b>MOTIVATION TECHNIQUES</b></p> <p><i>Be motivated yourself</i></p> <p><i>Be patient</i></p> <p><i>Be dedicated and committed</i></p> <p><i>Be a good listener</i></p> <p><i>Be respectful</i></p> <p><i>Be one of them/one amongst equals respect their opinions, ideas, decisions &amp; comments</i></p> <p><i>Be relaxed and open</i></p> <p><i>Get agreement</i></p> <p><i>Give guidance</i></p> <p><i>Provide explain and clarify information</i></p> <p><i>Stimulate interest</i></p> <p><i>Respond to changing needs</i></p> <p><i>Accept responsibility</i></p>	
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## **ACTIVITY 10**

### **PLANNING A FIELD ACTIVITY**

#### **Purpose:**

By the end of the session participants will be able to prepare and evaluate a field plan related to resource identification, project assessment and community education.

**Time:** 1½ days

**Materials:** Workshop organisers should identify and arrange in advance a community project that each group of participants can visit. For example: projects visited in previous workshops have included:

- |  |   |
|--|---|
| * <i>A disabled carpentry cooperative</i>            | * <i>A water project</i>                |
| * <i>A brick-making and candle-making enterprise</i> | * <i>A sanitation and water project</i> |

#### **Method:**

##### **Introduction**

- Explain the purpose of the activity, i.e to collect data on a project, evaluate its participatory approach, and test out participants skills in terms of planning a visit, communication, and getting people to participate in a discussion.
  
- Outline the three stages of field activity: preparation, visit, reporting and evaluation, and the time allowed for each of these activities.

##### **Stage 1: Preparation (3 hours)**

- Divide the participants into groups (decide group size according to the number of projects) and ask each group to draw from the box a slip of paper with the name of a project written on it.
  
- Outline the preparation task

*Preparation - The Task*

- \* *Define the specific purpose of your visit*
- \* *Decide what data you will collect*
- \* *Decide what methods you will use to collect this data*
- \* *Decide who in your group will be responsible for what when you visit the project - one member of the group should be a process observer and recorder*
- \* *Plan how you will introduce yourselves when you visit the project*
- \* *Prepare a presentation on your plan*

Allow one hour for the planning.

- Ask each group to present its plan. After each presentation allow 10 - 15 minutes for comments and discussion. Direct participants to focus their attention on the content (data to be collected) and methodology in terms of the objectives defined by the group.



### Stage 2 - Field Visit (4 hours)

● The success of the field visits will depend on how well you have prepared. Make sure that:

- \* the project is still expecting you (especially if you arranged the visit sometime ago);
- \* transport is arranged for the time of departure
- \* drinks - and if necessary snacks - are available for each of the groups

### Stage 3 - Field Reports (6 hours)

● To help the groups prepare their field reports explain the guidelines outlined below.

***Reporting Guidelines***

- \* *Statement of objectives*
- \* *Summary of data collected*
- \* *Gaps in your information - data you should have collected but did not*
- \* *Assessment of the project in terms of community participation*
- \* *Suggestions on how the project could be improved*
- \* *Assessment of your groups methods and communication skills*

Allow 2 - 3 hours for each group to compile a written report and prepare a 15 minute presentation.

● In the report back session, after each group's presentation allow the whole group to ask questions and to give their comments. Encourage them to focus their attention on:

- \* the information gaps - what else would we need to know to make a full assessment of this project
- \* the project approach - what are the advantages and disadvantages of the implementation approach being taken by the project
- \* the groups methodology - what could they have done better

After each set of comments summarise the critique by drawing out the learning points. List these on flip chart.

● Complete the activity by summarising the main steps involved in planning a field visit and drawing together the learning points from all the reports.

**ACTIVITY 11**  
**FINAL REVIEW AND ACTION PLANNING**

**Purpose:**

By the end of the session participants will have listed their main learning points, and prepared their action plans.

**Time:** 1 hour

**Materials:** \* Action Plan forms (see Module 1, Teaching Aids section)

**Method:**

- Distribute the Action Plan forms, and explain their use. Give examples of how they should be completed.
- Explain that each individual should list their five most important learning points from the workshop and decide how they will implement these learning points in their job. Allow 20 - 30 minutes.
- Complete the exercise by asking participants to share points from their action plans.



**ACTION PLANNING IS A MEMORY AID.  
IF PEOPLE DO NOT WRITE DOWN THEIR  
LEARNING POINTS THEY WILL FORGET.  
THE MEMORY IS NOT PERFECT!**

**ACTIVITY 12**  
**WORKSHOP EVALUATION**

**Purpose:**

By the end of the session participants will have provided feedback to the trainers on the usefulness of the workshop.

**Time:** 1 hour

**Materials:** \* Workshop Evaluation Form

**Method:**

- Distribute a copy of the Evaluation Form (see below) to each individual, explain how to use the form, and ask them to complete individually. Allow 10 minutes.
- The divide the participants into groups of 5 - 6 and ask them to complete a group form, reaching a consensus on the rating of each activity. If time permits ask each group to report their ratings, and record on newsprint.

**Sample Evaluation Form:**

<i>Workshop Evaluation</i>			
Workshop Activities	not useful	useful	very useful
Workshop Introduction			
Mock Presentation			
People's Participation - necessary attributes			
Working with Community Groups			
The Extension Worker & the Community			
Community Organisation			
How to organise a community meeting			
Working with adults			
Techniques of Motivation			
Planning a field visit			
Field visits			
Field visit reports			

MODULE 2  
TEACHING AIDS

PEOPLE'S PARTICIPATION  
AND MOTIVATION

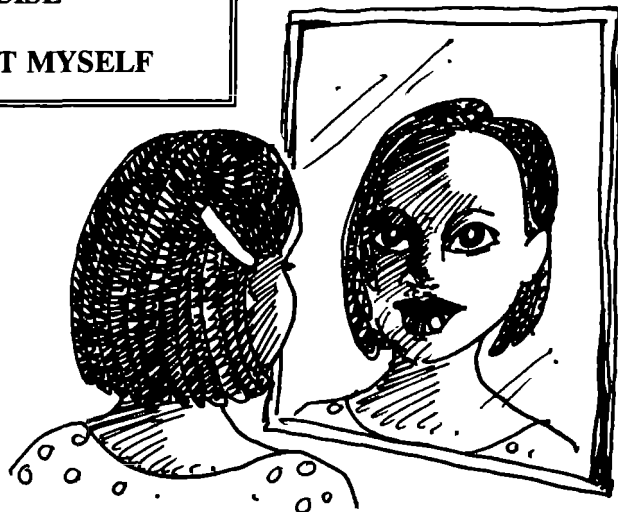


**EXERCISE**  
**SOME POSSIBLE ATTRIBUTES**  
**OF COMMUNITY MEMBERS**

Sense of Responsibility	Capacity to Make Rational Decisions	Resourcefulness
Capacity to Generate New Ideas	Skill in Planning	Ability to Work Well in a Group
Initiative	Confidence in Articulating Ideas	Confidence in Relating to Authority Figures
Willingness to Take Risk	Willingness to Pay for Basic Services	Ability to Sort Out Priorities
Technical Know-How	Skill in Maintenance of Hardware	Leadership
Political Connections	Willingness to Accept Advice without Questioning	Willingness to Deviate from Communities Values, Beliefs and Customs
Sense of Humour	Savings Habits	Land Ownership
Humility	Willingness to Provide Free Labour or Materials	Acceptance of Women's Roles in Community Decision-Making
Ability to Participate in Group Discussions	Skill in Problem-Solving	Managerial Skills
Ability to Work Well with Committees	Enthusiasm	Dedication

**EXERCISE**  
**LOOKING AT MYSELF**

The way we behave and present ourselves can have an influence on how other people see and accept us. It is important when we are working with communities to be aware of ourselves; who we are, what we do and the general image that we project of ourselves. The questions below will help you assess yourself in terms of your role as an extension worker.



---

What impression do people in the community have of me?

---

What are the implications of the image I project?

---

How should I dress, talk and listen?

---

Do I need to make any changes in the way I dress, talk, and behave?

---

What are the things I consider important in my job? Are they also important to the communities that I serve?

---

How can I get feedback about how I relate to people in a community?

**CASE STUDY**

**THE PIGGERY PROJECT**

There are problems with the piggery project. The extension worker and the group leader are discussing the situation.

Promoter: *I feel very depressed, what are we going to do about the piggery project? It is failing to improve.*

Group Leader: *Nothing, I think the two of us have tried hard enough. The women do not want to share the work load. Remember they say we talk too much in meetings. They say the Treasurer has been absent from meetings four times in succession. They suspect she has misused the funds.*

Promoter: *Now what can we do. When we started the group there were fifteen women. Why have the people disappeared. You know we have to account to the Rural Extension Officer about the progress of the project. She wrote a letter saying she wants to meet the whole group tomorrow. Remember, the project was funded by Government.*

Group Leader: *Well we will just have to wait and see.*



**DISCUSS**

1. What is the problem with the project?
2. Why has this problem occurred?
3. How could this problem be solved?

## HANDOUT

### WORKING WITH COMMUNITY GROUPS

At times it is necessary to work with people as a group as opposed to working with individuals. There may be different kinds of groups in the community for example:

- health committees
- village development committees
- water committees
- farmers syndicates/unions
- production or income generating groups
- women's groups, youth groups, the disabled, destitutes
- Parents Teachers Associations.

The advantages of working with groups is that:

- ◆ a group involves more than one person, more people are involved in an activity and more ideas will come out - **responsibility is shared.**
- ◆ the programme/project aims will reflect people's needs better if more people are involved in the initial planning, which makes the implementation process much easier.
- ◆ work is divided among more people and although the process may not go faster, more people will learn from the activity.
- ◆ the more the people, the more knowledge and experience is brought to the situation, programme or project.

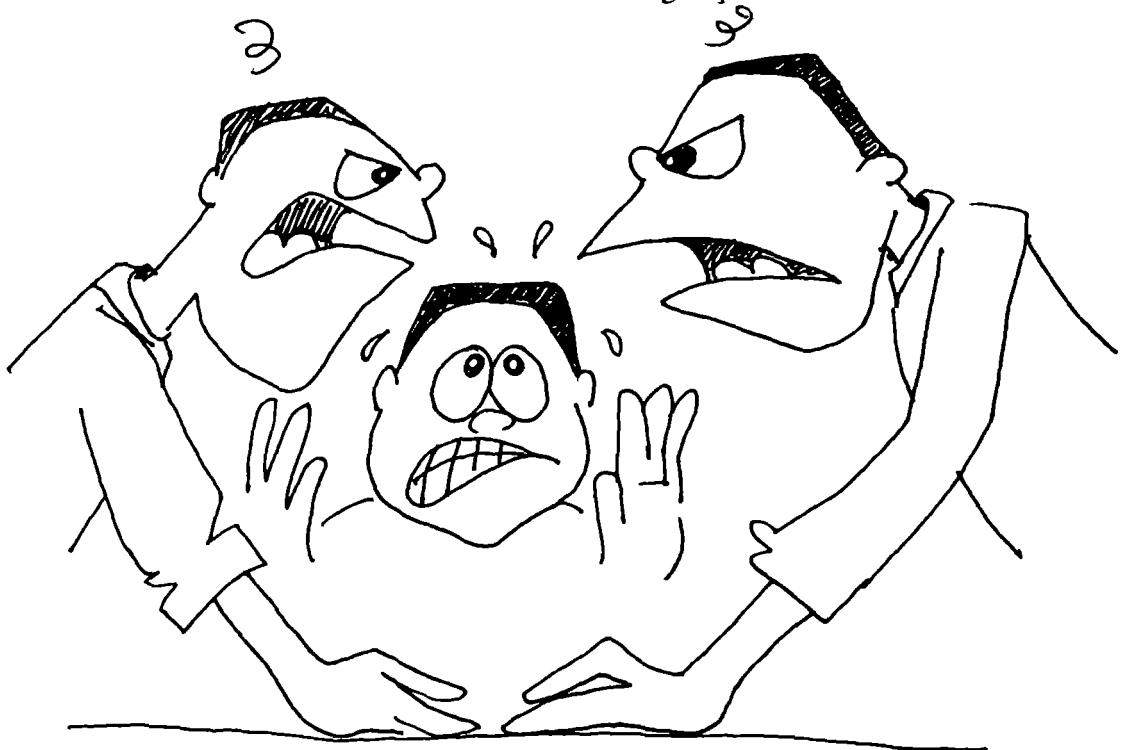
Working with a group and getting people to work together is not always easy. This is because:

- people are different and think differently
- some individuals in the group may be domineering, arrogant or aggressive. They want their decisions to be taken and implemented all the time.
- some people are shy and participate very little in the discussions.
- some individuals are reluctant to take up responsibility, afraid that they will make mistakes.
- some members may feel they do not have the knowledge and skills and this may contribute to their lack of participation.
- others may be committed and dedicated to the group but may not have the time to participate fully.



To get people to work together in a group, the group leader should try and:

- respect the ideas and opinions each and every group member,
- practise a style of leadership which is democratic, and give every member a chance to participate in the decision making process. Each member must feel that he/she is part of the project.
- be fair and avoid favouritism by recognising the input of each member and praising a member for a job well done.
- be tactful and patient, so that individual members will respect and trust the leader, even when he/she has to be firm.
- help group members to understand that the project is theirs and that they should be on time, and take responsibility for the work involved so that the project will be a success.
- plan with the group, and involve the members in all stages of the project.
- be fair in distributing the benefits
- in a very tactful manner try and control the aggressive and dominant members, in order to avoid conflict between the group members.



**CHECK LIST**  
**ASSESSING YOUR GROUP**

**Is your group strong and democratic?**

Use this check list to help you assess the strengths and weaknesses of the group you are working with. You can also use the check list with the group itself. The answers the group comes up with will give you an idea of the type of assistance you can give to make the group even stronger.

You can also use this check list to assess your own relationship with a group. Do you need to change your approach?

**Building a strong group**

**Trust building**

1. How well do members of the group know each other?  
Could they tell a short life story of:
  1. Their friends in the group
  2. Some members
  3. All members



**Communication**

2. What is the style of communication in the group?
  1. The leaders do most of the talking.
  2. The leaders talk, but they give members a little time for questions and discussions.
  3. Two way communication, with everyone getting a turn to talk and to listen.
3. How are arguments dealt with?
  1. People become angry
  2. Leaders try to avoid arguments, and ask people to keep quiet.
  3. Both sides explain their point of view, and listen to each other, and a vote is taken, to reach an agreement by all.

## Leadership

4. Do leaders in the group:
  1. Either dictate, or let members do as they please?
  2. Control discussions efficiently?
  3. Facilitate discussion and work, encourage others, and share leadership and responsibilities?
  
5. How actively do members of the group participate?
  1. They sometimes come to meetings
  2. They sometimes come to meetings, and they sometimes help with the work.
  3. They regularly come to meetings, help with work and participate in decision making.
  
6. Is decision making and unpleasant physical work:
  1. Divided between leaders (decision making) and shared with members (unpleasant work)?
  2. Leaders doing a little unpleasant work, and members participating a little in decision making?
  3. Shared equally by leaders and members?.
  
7. How is the group protected against corrupt leaders?
  1. People complain, but do not know what to do.
  2. Members wait until the next election to remove corrupt leaders.
  3. There are controls that prevent leaders misusing power, also several people have book-keeping and organisational skills.

## Meetings

8. How do people sit at meeting?
  1. Leaders in front, members behind
  2. Leaders in the middle, members on either side. (men and women separated)
  3. In a circle
  
9. How are meetings directed?
  1. People talk about whatever they want
  2. Leaders control the meeting
  3. Leader guides the meeting to a fruitful conclusion on the basis of an agenda which has been drawn up by all.
  
10. Are financial records kept, and do all members have access to them?
  1. No
  2. Sometimes
  3. Always

### Group Relation

11. Can members discuss things freely with:
  1. their friends in the group?
  2. some members of the group?
  3. all members ?
  
12. Can people criticise members without offending them?
  1. No
  2. Can only criticise friends
  3. Yes, whole group gives regular feedback
  
13. Do members feel their contribution to the group is:
  1. Not noticed
  2. Accepted
  3. Appreciated
  
14. Are the different groups within your organisation (e.g young and old, able and disable, men and women) able to unite in the work for a common goal?
  1. Not really
  2. They are given different roles
  3. Yes, they participate as equals

### Growth of Groups

15. Has the group:
  1. struggled to survive?
  2. stayed the same since it started?
  3. grown, using processes that ensure its development?

### Choosing priorities

16. When the group has a list of problems to deal with, does it:
  1. begin with the top of the list?
  2. begin with the easiest?
  3. carefully choose which are the most important?
  
17. Are all important decisions taken by:
  1. the leader?
  2. a few leaders?
  3. consensus of all group members?

18. Who defines the goal?
  1. The leader
  2. Some leaders
  3. All members discuss the goal and define it together
  
19. How does the group decide on the way to reach the goal?
  1. The leader chooses
  2. Some leaders choose
  3. all members discuss the different possibilities and the advantages
  
20. Do you make sure the plan will be carried out?
  1. By giving orders and instructions
  2. By discussing the plan
  3. By listing tasks in the order in which they must be done, assigning responsibilities, and agreeing on who will do what, when, where.
  
21. How does the group ensure that the plan is carried out well?
  1. By beginning work, and expecting things to go ahead.
  2. By leaders giving instructions, and waiting for reports
  3. Through a regular process of group review, to check on progress of the project, and overcome problems

*If all or most of your answers are 3, then your group is working well. If on the other hand most of your answers are 1, then there is much room for improvement.*



**HANDOUT**

**WORKING WITH ADULTS**

**Learning**

Learning involves change in behaviour which happens as a result of eagerness to learn, practice and experience.

Learning may mean the following:

- adding new information
- changing bad habits to new
- integrating new and old knowledge
- the results of good learning is change in behaviour.

A good trainer ensures the following in order to facilitate effective learning:

- an understanding of how people learn
- the situations in which people learn best
- the various aspects that interferes with learning.

These aspects of how people learn can be called *Principles of adult learning*.

**Principles of Adult Learning**

**1. Motivation**

This is the interest to learn that comes from within a person:

- A person who is motivated is easier to deal with.
- People are motivated by different things.
- A person who is already motivated learns a lot more than the one who is not.
- Adults attend different courses because they will have seen the need to learn.
- Adults are more motivated to learn than young students.
- Adults learn because they want to do better either at work, home or in a business.
- They are eager to learn.

Trainer motivates learners by:

- Emphasising the importance of the topic
- Helping learners to relate the topic to their own situation
- Stating the objectives of the topic at the beginning.

The objectives will serve to motivate the learners.

## 2. Relevance of information/subject

Adults want to learn things that are relevant and which they can use immediately after the course. A Rural Development Promoter would like to learn for example about group dynamics and cohesiveness. He/she would prefer to learn about how to make groups work together better.

It is the role of the trainer to give the learners that information which is relevant, which they need to help them in what they are doing. Adults, especially women, have little time available because of their many duties, therefore they want to learn only the most important things at any one time. On the other hand young children would see the learning of new things as a challenge.

## 3. Feedback

In order to learn more effectively adults want to know if they are "on the right track".

- Feedback is given whether the learner gets it right or wrong.
- What is important is the way feedback is communicated.
- Feedback should always be communicated in a positive way that will keep the learner motivated even if the answer is wrong.
- The trainer should never say things that will embarrass or discourage the adult learner.

## 4. Participation

Learning is more effective when the learner actively participates in the learning. The trainer's role is to facilitate and to enable the learner to engage themselves in learning activities.

The learners learn better by doing things for example:

- getting the RDP to role play a situation which he/she came across in the community
- getting him/her to make a short presentation on a difficult situation she/he encountered is better than telling her/him how to do these things.
- RDP can do things and the facilitator can assist where necessary.
- The role of the trainer is to plan and prepare games, role plays, exercises, case studies which will enable the learners to participate actively in what they are learning.
- Adults also expect to be treated like adults, equals not inferiors during the learning process.
- Discussions, questions and other participatory methods help them to share experiences.

## 5. Repetition

A thing that is mentioned once may not easily be remembered. Adult learners want "to use the sense" of what they are learning. To help the learners to remember what is learnt the trainer should emphasise the main points by saying them in different ways so that they can be remembered.

For example, the trainer can train

- The RDPs on why adult learners are different from children.
- After the trainer has done this he/she can ask the RDPs to explain these differences in their own words, or add to the differences.
- The lesson could end with a case study of a trainer, that trained adults as if they were children which ended up with adults revolting and ask the participants why the adults revolted.

## 6. Use of senses

Of all the five senses in a human being, it has been established that sight is the most powerful one.

- The trainer should ensure that the learner's senses are used to assist in the learning process.
- There is a Chinese saying that goes like this "One picture is worth a thousand words."
- The role of the trainer is to select those things that can be shown better with learning aids so as to help the learners to remember.
- People will remember most of the things they see.
- Learning aids also serve the purpose of motivating the learners as well as to keep their attention.
- Learning aids add variety and make the learning more interesting.

## 7. Application

No matter how well a lesson is planned, if the learners can not transfer what they have learnt back to their work situation, the lesson is lost.

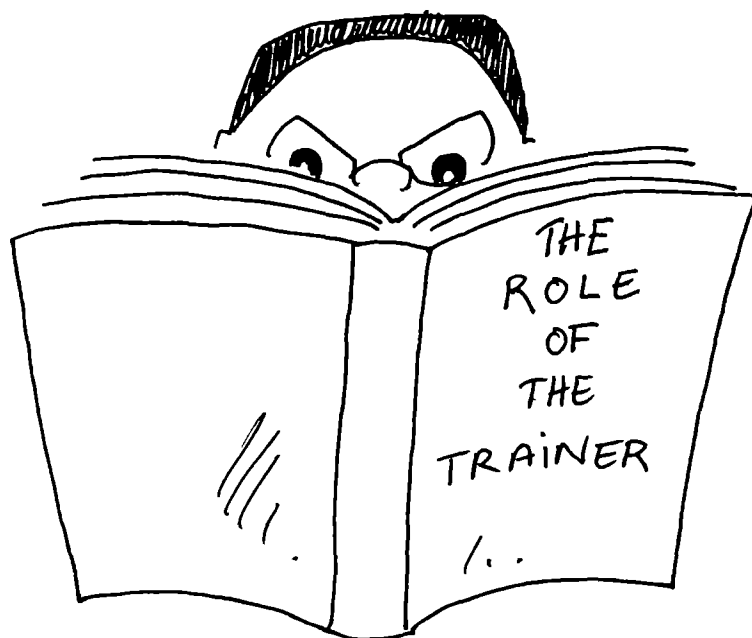
- Throughout the lesson, the trainer should always refer to the trainees's situation (their work projects) and how they can do it in practice.
- If they practise or learn by doing, during the course, it will be easier when they get back to their jobs.
- Adults already have a lot of experience from their past which must be used during the training to benefit others.
- What is learnt must be applicable to their individual work situations.



## The role of the trainer

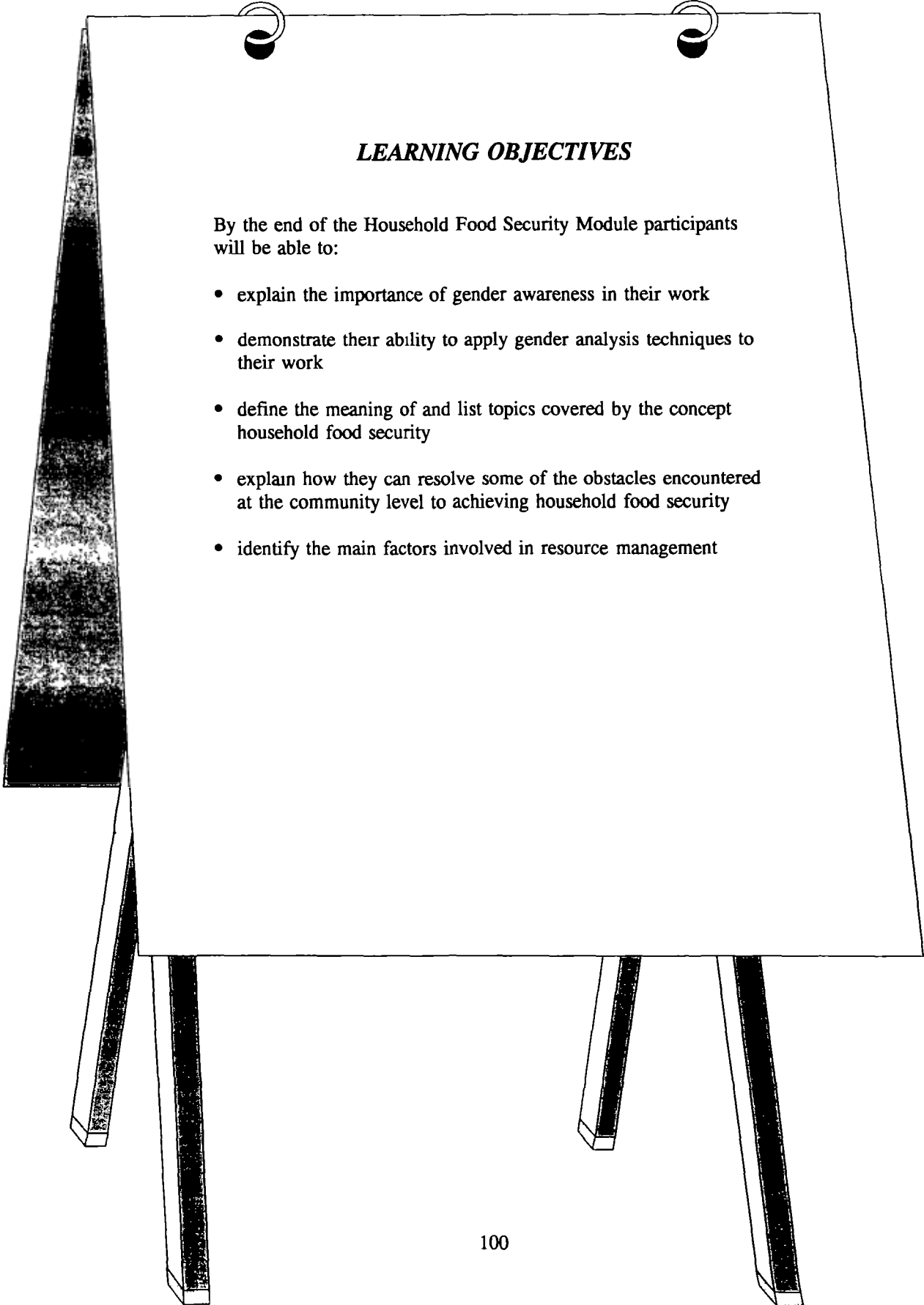
In adult education, the role of the trainer is thus different from the role of the teacher in a school. The trainer is there to **facilitate** i.e. to create situations where the adults can learn relevant things that they can use immediately after the training. The adults will learn best if they are fully involved in what they are learning. The role of the trainer is to:

- identify the most urgent training needs
- select information that best answers the adults' training needs
- prepare and plan the lessons
- prepare activities that will involve the learners
- make learners participate and share experiences
- create a suitable learning environment
- enable learners to transfer knowledge learnt and apply it, to their work.



**MODULE 3**  
**HOUSEHOLD FOOD SECURITY**  
**and**  
**RESOURCE MANAGEMENT**





## ***LEARNING OBJECTIVES***

By the end of the Household Food Security Module participants will be able to:

- explain the importance of gender awareness in their work
- demonstrate their ability to apply gender analysis techniques to their work
- define the meaning of and list topics covered by the concept household food security
- explain how they can resolve some of the obstacles encountered at the community level to achieving household food security
- identify the main factors involved in resource management

***TIMETABLE***

**DAY 1**

- |             |  |
|-------------|--|
| 8.00- 8.30  | Activity 1: Workshop Introduction                                |
| 8.30-10.30  | Activity 2: Gender Analysis                                      |
| 10.30-12.30 | Activity 3: Household Food Security -<br>Defining the Boundaries |
| 2.00- 4.30  | Activity 4: Household Food Security -<br>Obstacles and Solutions |

**DAY 2**

- |             |   |
|-------------|---|
| 8.00-10.00  | Activity 5: Community Resource<br>Management          |
| 10.30-12.30 | Activity 6: Household Resource Management             |
| 2.00- 4.30  | Activity 7: Identifying Community Needs -<br>Planning |

**DAY 3**

- |            |   |
|------------|---|
| 8.00-12.30 | Activity 7: Identifying Community Needs -<br>Planning and Field Visit |
| 2.00- 4.30 | Activity 7: Identifying Community Needs -<br>Report Preparation       |

**DAY 4**

- |            |  |
|------------|--|
| 8.00-10.00 | Activity 7: Identifying Community Needs -<br>Report Presentation |
| 2.00- 3.00 | Activity 8: Final Review - Action Planning                       |
| 3.30- 4.30 | Activity 9: Workshop Evaluation                                  |



## OVERVIEW ACTIVITY



The module is divided into nine activities. The purpose and duration of each is summarised below.

***Workshop Introduction (30 minutes)***

The timetable and workshop process are explained.

***Gender Analysis (1½ hours)***

An exercise to help participants analyse the important role women play in achieving and sustaining household food security.

***Household Food Security - Defining the Boundaries (2 hours)***

Listing and categorising the components of a household food security programme to enable participants to arrive at a working definition.

***Household Food Security - Obstacles and Solutions (2 hours)***

Participants discuss the difficulties they have come across in implementing the household food security programme, and share their experiences to find practical solutions.

***Community Resource Management (2 hours)***

Discussion of case studies to identify appropriate ways to help facilitate the proper management of community resources.

***Household Resource Management (2 hours)***

Discussion of a critical incident to help participants review their approach to problem-solving and improving resource management in the household.

***Identifying Community Needs (6 hours)***



Discussion, planning and implementation of plan to identify community needs using rapid appraisal techniques.

***Final Review and Action Planning (1 hour)***

Listing of learning points and preparation of individual action plans.

***Workshop Evaluation (1 hour)***

Participants provide feedback to the trainers on their assessment of the training activities.



## DESCRIPTION OF ACTIVITIES

### ACTIVITY 1 WORKSHOP INTRODUCTION

**Purpose:**

To help participants get to know each other, and to create a positive workshop atmosphere.

**Time:** 30 minutes

**Method:**

- Developing a friendly and relaxed atmosphere will help participants gain more from the workshop. As a trainer your role is to create this atmosphere right from the start. The first step is to "break-down" the reservations that people have and to put them at ease.
- There are various ways of doing this. In a small group you could simply get people to talk about themselves - who they are, what their interest are, what they feel most pleased about in terms of their work, what is their greatest achievement, and so on. In a larger group games are a good way of creating a friendly atmosphere. There are many games such as the 'name' game, "the secret admirer", 'tides in and tides out'. A major theme of this module is gender awareness. The following game can be used to help your participants start to focus on this theme. It goes like this:

- Each person in the group writes their responses to the following questions:

*For your female participants:*

Sometimes I wish I was a man because ...

*For your male participants:*

Sometimes I wish I was a woman because ...

- Discuss their responses. List the responses from your male and female participants separately. Write down the key phrases as follows:

**NICE TO BE A WOMAN**

They get looked after  
They have fewer responsibilities

**NICE TO BE A MAN**

Taken more seriously  
Men are smarter

- Discuss these statements. Find out if your female participants agree with the statements from your male participants. Ask why they have these opinions.

## ACTIVITY 2 GENDER ANALYSIS

### Purpose:

By the end of the session participants will be able to explain the importance of gender issues in the planning of development activities.

**Time:** 1½ hours

**Material:**

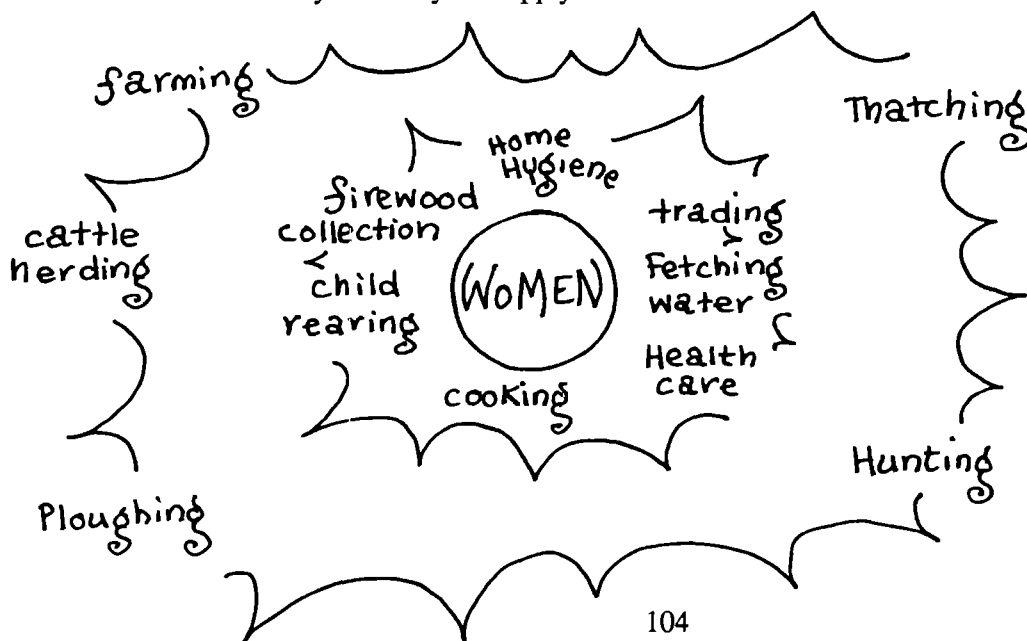
- \* Case study: *Community Training*
- \* Flip charts, felt pens, and card

### Method:

- Divide the participants into groups. If there are both male and female participants in the workshop form one group of females, one males and one mixed group. Give each group flip charts and pens.
- On the flip charts ask the participants draw two circles: one large circle enclosing a smaller circle. The large circle represents village men and the smaller circle village women. Ask the groups to write in the appropriate circles the household responsibilities that are mainly the men's, and those that are mainly women's.
- After completing the analysis of responsibilities, discuss in the large group:
  - . *What differences there are between the two circles?*
  - . *What similarities there are?*
  - . *What are the implications of this for the household food security programme?*

Then compare, the male and the female groups. Focus on any differences that may exists. Ask: *What are the implications of these differences for extension work?*.

- Strengthen this discussion by asking the groups to discuss the Case Study: *Community Training*. Allow 15 minutes for the discussion. In the report back draw out the lessons from the case study that they can apply to their own situation.



### ACTIVITY 3

## HOUSEHOLD FOOD SECURITY - DEFINING THE BOUNDARIES

#### Purpose:

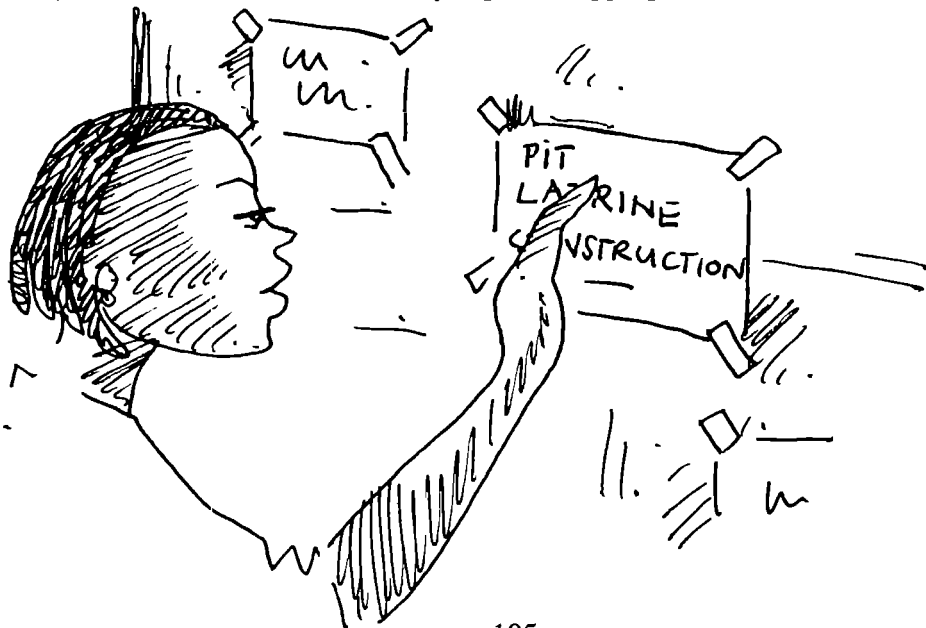
By the end of the session participants will be able to list the main components of the household food security programme.

**Time:** 1 hour

**Material:** \* Felt pens, cards, masking tape

#### Method:

- Divide the participants into groups. Give each group a pile of blank cards (10"x4") and a different coloured felt pen.
- Tell the groups that the aim of the exercise is to list all the components of the household food security programme in terms of their role as extension workers. They should not list broad areas, such as 'health', but specific topics like 'pit latrine construction'. Explain that once a group has identified a topic they should write it on a card in bold letters and post it on the wall. No group can repeat a topic already posted. The groups with the most topics posted - identified by the colour of the felt pen - will be the winner. Allow 20 minutes.
- Now review the cards that have been posted. With the help of the participants organise the cards under broad headings. These might be 'health', 'income generating activities'. Get the participants ideas on this. There may be sub-groupings for example, the sub-groups might be environment, sanitation, child care, nutrition.
- Once you have grouped the cards, ask the participants to decide who are the direct target groups for each or sub-category of topics. Is it, for example, individual households, groups, school children, community leaders.
- Keep a record of this activity for Activity 7 in Module 4. You can relate the different target groups and household food security topics to appropriate extension methods.





**ACTIVITY 4**  
**HOUSEHOLD FOOD SECURITY - OBSTACLES AND SOLUTIONS**

**Purpose:**

By the end of the session participants will have identified potential obstacles to and possible solutions for implementing the household food security programme.

**Time:** 1 hour

**Method:**

● Divide participants into district (or regional) groups and ask them to identify obstacles that they have come across (or anticipate) in implementing the household food security programme. Suggest they list their obstacles under the following headings:

- Their role - e.g. poor technical skills,
- Community level - e.g. weak leadership.

But do not limit them to these headings. Allow 10-15 minutes.

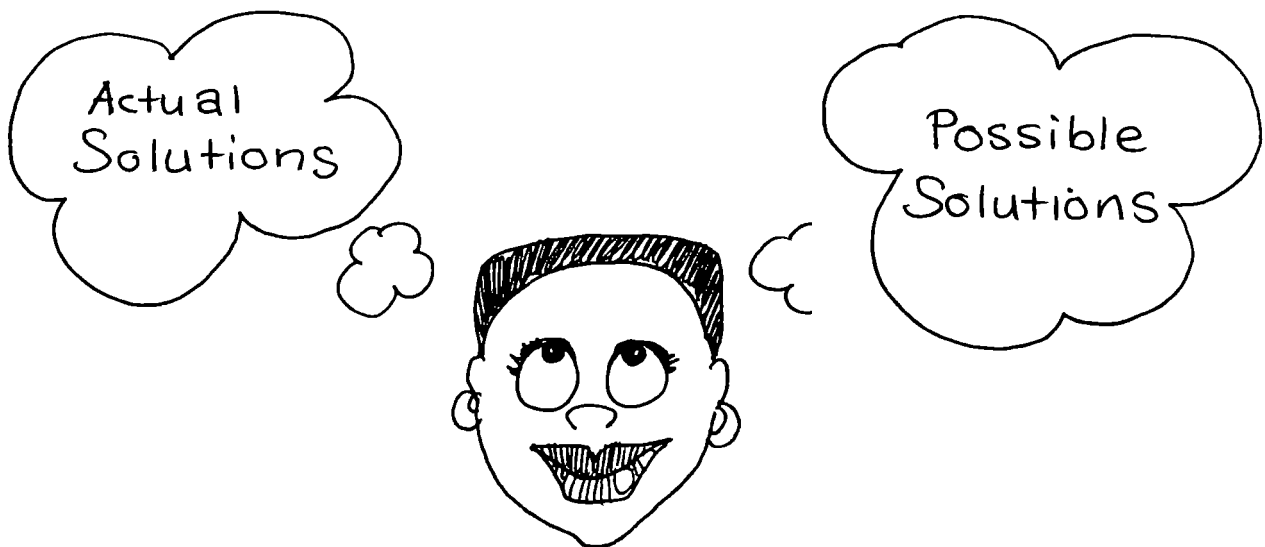
● Compare the lists from each group (they should have written them on flip chart) and identify the common obstacles.

● Once they have identified the common problems mix up the district groups - so that there is a sharing of experience - and ask them to identify possible solutions. The groups should distinguish between:

- Actual Solutions - those that have been tried; and
- Possible Solutions - those that could be tried.

Allow 15-20 minutes.

● Get a brief report from each group and discuss with the group as a whole.



**ACTIVITY 5**  
**COMMUNITY RESOURCE MANAGEMENT**

**Purpose:**

By the end of the session participants will have identified appropriate procedures for advising on resource management issues at the community level.

**Time: 2 hour**

**Material:** \* Case study : *The Water Committee*

**Method:**

● Divide participants into groups and ask them to read and discuss the case study. Allow 45-60 minutes.

● In the report back compare and discuss the answers. Compare their answers with those taken by the Water Committee on which the case study is based. See below.

**WATER COMMITTEE DECISIONS**

- Each family pays R2.50 per month to collect drinking water. They pay an additional R5.00 if they want to use water for gardening, and another purpose R4.00 if they want water for cattle.
- Each family has an assigned time to collect its water, this reduces waiting lines at the well.
- If water is used for gardening, then the family must plant at least five rows of trees: one goes to the Water Committee for fund raising; and the remaining rows to the family.
- Once a month a notice is posted on the tree near the well, reminding everyone to pay their monthly fees; if they don't pay, they can not continue to collect water from the well.
- The village has three subcommittees: one to collect fees; one to make sure people are not wasting water; and one for maintenance.
- Maintenance involves replacing the gaskets and chains; the pump has broken several times in the last three years, but villagers can usually do the pump repairs themselves.

● Draw out participants own experience with Water Committees, discussing how they have resolved particular problems, or how they might resolve problems that a particular Water Committee is currently facing.

## **ACTIVITY 6**

### **HOUSEHOLD RESOURCES MANAGEMENT**

**Purpose:**

To enable participants to analyse and practise techniques for persuading households to adopt improved resource management techniques.

**Time: 2 hours**

**Material:** \* Critical incident: *The Dirty Water*

**Method:**

- Ask two participants to role play the following situation:

*Mother:* We were told that the water from the pump would improve our health, but it hasn't

*Extension Worker:* Why, what is the problem?

*Mother:* Well, can't you see! Look at this one, You can see she is sick. She keeps getting diarrhoea.

*Extension Worker:* But you are using the pump-water for drinking

*Mother:* Of course I am. I've paid for it. Haven't I.

*Extension Worker:* Well, there must be something wrong. This water (looking at a glass) does not look very clean.

*Mother:* Don't be funny. It's pump-water and you said it would be clean.

- Divide the participants into groups and ask them to discuss:

1. *If the water is dirty how could this happen?*

2. *How would you persuade the mother to accept that she may need to improve the way she stores her water.*

Explain that in the report back that each group should demonstrate, through role play, how they would persuade the mother to change her behaviour. Emphasise that the mother is very sure she is doing nothing wrong. Give each participant a copy of the dialogue. Allow 30-45 minutes for the discussion.

- After each role play, in the report back, focus the discussion on the motivation techniques used by the extension worker. Make a list on flip chart.

- At the end of the role play evaluate the different techniques used. Ask the participants in what other situations they could use these techniques to improve resource management at the household level. List the situations on flip chart.

**ACTIVITY 7**  
**IDENTIFYING COMMUNITY NEEDS**

**Purpose:**

By the end of the session participants will be able to explain how to use rapid appraisal techniques for identifying community needs.

**Time:** 6 hours (including field work)

**Material:** \* Plan and finalise the arrangements for the field visits in advance.

**Method:**

**Exercise 1: Planning (3 hours)**

- Before the session starts organise the tables to sit participants in groups of 5-6. begin the session by describing the following situation:

*The Situation*

*You have recently been appointed to your position of extension worker. Over the next two years you are going to be working closely with the community ..., developing a household food security programme. You are not sure where to start and have decided you need to get to know more about the community, and you intend to do a survey of the current situation. As a starting point you have decided to make a list of the main categories of information you would like to collect.*

Ask each group to prepare its list of the type of information to be collected. Allow 10-15 minutes.

- Ask each group to post their list on flip chart. Compare lists, quickly identify any major gaps, and agree on a common list. Below is an example - but it is only an example.

<i>Trainer's Check List</i>	
<b>COMMUNITY SURVEY - INFORMATION CATEGORIES</b>	
Population	- number of children, men, women, youth, pre-school goers - education - special groups e.g disabled, destitutes - number of households
Social	- leadership - community organisations - decision-making
Health	- Disease incidence, Health Facilities
Sources of Income	- types of income generating activities, employment opportunities
Marketing	- Transport services, Distances

- Then give a short presentation on some of the issues that need to be considered when collecting data on each of these broad categories. The following visual aids will help you.

---

**Search for  
Important Issues**

**Issues that arouse  
Feelings**

**Generate  
energy  
to overcome  
apathy**

---



---

**Collect Facts**

**What people do**

**Who does what**

**What customs  
are changing**

**What resources  
exist**

---



---

**Critical Issues**

**What arouses  
emotional interest**

**What are the  
constraints**

**What are the  
possible solutions**

---



---

**Why is it  
like it is**

**Economic**

**Social**

**Political**

**Cultural**

---



- After the presentation ask each group to select one category and prepare a more detailed list of the information they would like to collect to get an overview of the present situation. Make sure each groups selects a different topic. Allow 20-30 minutes.

- After each group has prepared its list ask the groups to brainstorm
  - a) What methods can be used to collect the data
  - b) Who they should collect the data from

Remind them that they are doing a rapid appraisal, not a detailed formal survey. Allow 10 minutes and then get a report from each group. The check list below will help you to fill in any major 'gaps' in the group reports.

	<i>Trainer's Check List</i>	
	<b>Rapid Appraisal Methods</b>	
	<ul style="list-style-type: none"> <li>• Secondary data - analyse &amp; evaluate existing reports</li> <li>• Direct observation - see for yourself</li> <li>• Key informants - ask the local experts</li> <li>• Do-it-yourself - join in the activities and experience the problems</li> <li>• Groups - casual encounters and organised focus groups</li> <li>• Walk abouts - with key informants</li> <li>• Community mapping - visualising the resources</li> </ul>	
	<b>Appropriate attitude, positive behaviour and good rapport are essential.</b>	

- Explain that they now have to prepare an implementation plan for doing a survey in one of the local communities on the topic they have chosen. They will have four hours to complete the survey. The following is an example of how they might prepare their plan.

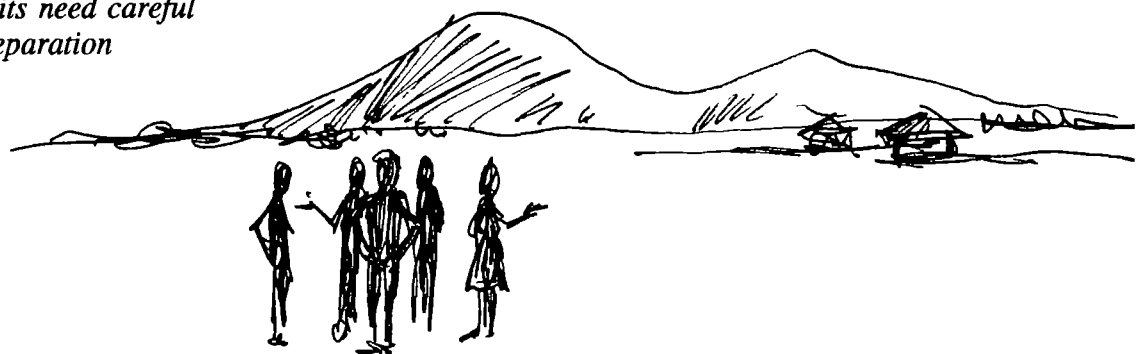
TOPIC:			
Specific Data	Method	Target Group	Group Members

Review each plan with the group concerned.

### Exercise 2: Field Visit (3 hours)

- At the end of the session brief the groups on the field work arrangement: which communities will be visited, what vehicles will be used, refreshments to be taken, etc.

*Remember field visits need careful preparation*



### Exercise 3: Reporting (6 hours)

- Begin the activity by giving an example of how to undertake the analysis. Use the sample chart (see *Teaching Aid* section). The basic process, based on the facts collected, involves:

- (a) listing all the facts collected
- (b) identifying the problem issues
- (c) analysing each problem in terms of
  - (i) economic causes
  - (ii) decision-making
  - (iii) cultural values & beliefs

Allow 30 minutes for this presentation.

- Allow the groups 1-1½ hours to prepare their reports. The group report should include recommendations on what improvements they would make to the survey if they were to do it again. Suggest they focus on one or two problem issues rather than trying to cover all.

- In the report back, each group should focus its presentation on one of the problem issues. Allow time for discussion of each presentation focusing on:

- (a) the validity of the analysis
- (b) gaps in the information

- After the group presentation, if time allows, review the main points of rapid appraisal techniques based on the Handout: *Community Surveys*.

**ACTIVITY 8**  
**FINAL REVIEW AND ACTION PLANNING**

**Purpose:**

By the end of the session participants will have listed their key learning points, and prepared their action plans.

**Time:** 1 hour

**Materials:** \* Action Plan forms

**Method:**

- Distribute the Action Planning Sheets, and explain their use. Give examples of how they should be completed.
- Explain that each individual should list their five most important learning points from the workshop and decide how they will implement these learning points in their job. Allow 20 - 30 minutes.
- Complete the exercise by asking participants to share points from their action plans.





## ACTIVITY 9 WORKSHOP EVALUATION

### Purpose:

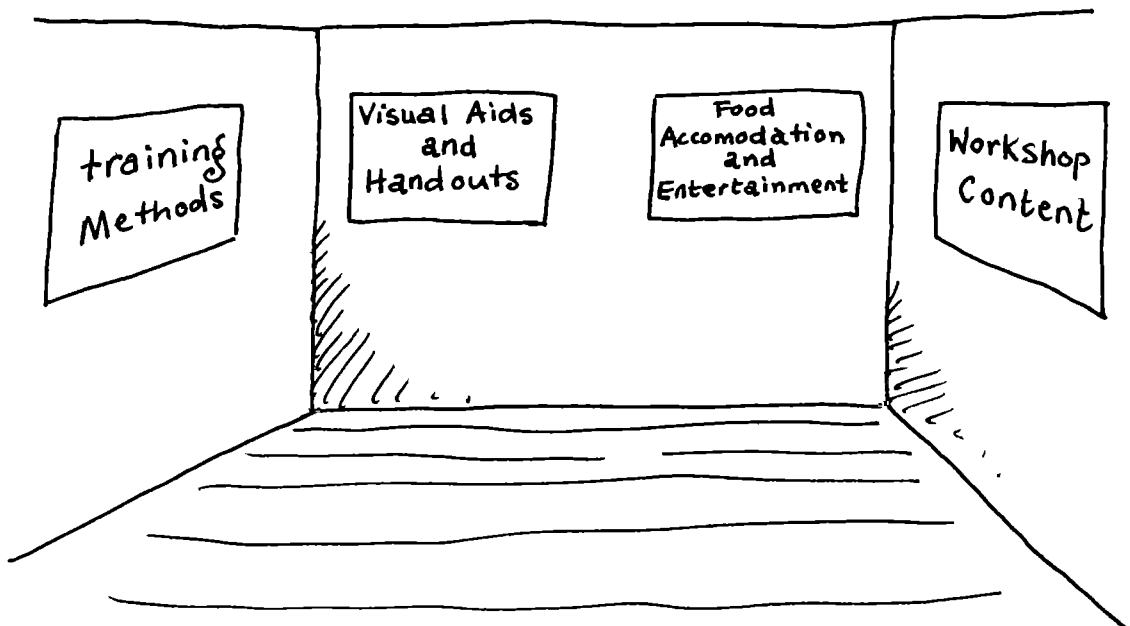
By the end of the session participants will have provided feedback to the trainers on the usefulness of the workshop.

**Time:** 1 hour

**Materials:** \* Workshop Evaluation Form

### Method:

- Post the following labels on the different walls in the training room:



- Divide the participants into four groups. Assign each group to a label and ask them to sit by it. Then explain that they have five minutes to write their comments on that label.
- After five minutes rotate the group clockwise and repeat the same process.
- After all groups have had a chance to complete their comments on each label, organise a brief report back.

**MODULE 3**  
**TEACHING AIDS**  
**HOUSEHOLD FOOD SECURITY**



<p style="text-align: center;"><b>CASE STUDY</b></p> <p style="text-align: center;"><b>COMMUNITY TRAINING</b></p>
---

A pilot project in the North Western part of the country provided women's groups with education materials and training relating to: safe environment, primary health, birth spacing, status of women and women's rights.

The materials and training were provided initially to the government's Family Health Trainers, community leaders, and to special Rural Extension Workers recruited from the community. Members of these categories in turn were supposed to train the women's groups.

A mid-term evaluation found that group members had received little information or material on: birth spacing, status of women and women's rights.

**Why? What are the possible reasons? Write them in the space provided below:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CASE STUDY**  
**THE WATER COMMITTEE**

A small village some 30 km from Odiba had a hand-dug well, about 20 meters deep. It cost R3 000 and took the people several months to dig. The location of the well was chosen because of a big tree in the immediate area that stayed green during the dry season.

The water used before the well existed was a dam some 4 km away.

About two years later the well was lined and a handpump was put in by a local NGO. There had been some attempt to organise the village before the pump installation, but this had not been successful. The pump worked for a few months and then broke down. The village asked the NGO for help. The NGO replied that the pump belonged to the village now and asked them what they are going to do to keep it working

After many starts and stops, a Water Committee has now been formed. The Committee's first task is to consider the costs and benefits of repairing the pump, or removing it or reverting to the original spring source.

The next task is to prepare a plan of action to ensure that its chosen water source will be kept in good order.

If you were a member of the Water Committee, what would you suggest be done?

What action would you recommend the Rural Development Promoter take in this situation?



**CRITICAL INCIDENT**  
**THE DIRTY WATER**

*Mother:* We were told that the water from the pump would improve our health, but it hasn't

*Extension Worker:* Why, what is the problem?

*Mother:* Well, can't you see! Look at this one, You can see she is sick. She keeps getting diarrhoea.

*Extension Worker:* But you are using the pump-water for drinking

*Mother:* Of course I am. I've paid for it. Haven't I.

*Extension Worker:* Well, there must be something wrong. This water (looking at a glass) does not look very clean.

*Mother:* Don't be funny. It's pump-water and you said it would be clean.



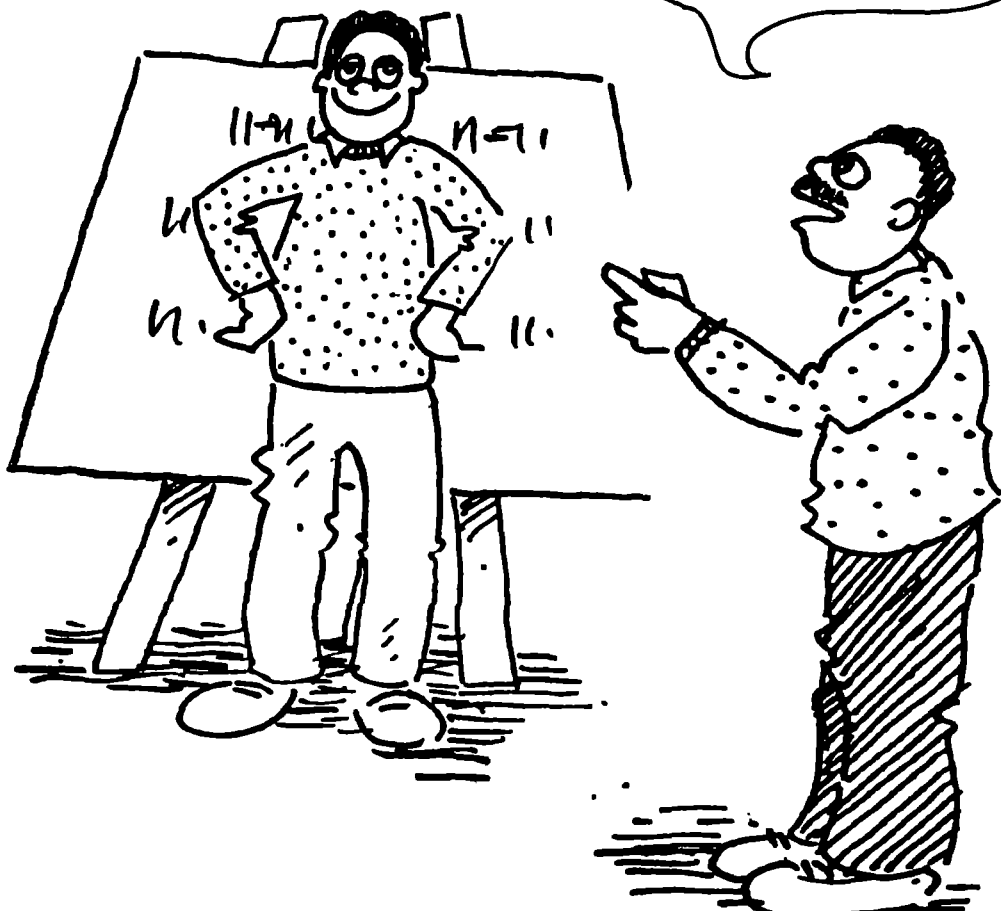
**DISCUSS**

1. If the water is dirty how could this occur?
2. How would you persuade the mother to accept that she may need to improve the way she stores her water.

MODULE 4

TRAINING METHODS  
AND TEACHING AIDS

**BUT YOU'RE  
BLOCKING THE  
VIEW!**





## ***LEARNING OBJECTIVES***

The objectives of the Training Methods and Teaching Aids Module is to enable participants to demonstrate their ability:

- to take a participatory approach to training
- to use participatory training methods
- to explain the principles and advantages of using various training methods
- to produce relevant teaching aids for use during home visits, training sessions, etc,
- to use visual aids as part of a training activity
- to explain the principles and advantages of using teaching aids,

## ***TIMETABLE***

### **DAY 1**

- 8.00- 8.30 Activity 1: Workshop Introductions.  
8.30- 9.30 Activity 2: Qualities of a good trainer  
9.30-11.00 Activity 3: A guide to practical training  
11.00-12.00 Activity 4: Conducting a teaching event - role play  
12.00- 1.00 Activity 5: How to plan and give a presentation  
2.00- 4.30 Activity 6: Giving a presentation

### **DAY 2**

- 8.00-12.30 Activity 6: Barriers to communication  
2.00- 4.30 Activity 7: Training Methods

### **DAY 3**

- 8.00-12.30 Activity 7: Training Methods  
2.00- 3.00 Activity 8: The importance of teaching aids  
3.30- 4.30 Activity 9: Preparing teaching aids

### **DAY 4**

- 8.00-12.30 Activity 9: Preparing Teaching Aids  
(continued)  
2.00- 4.30 Activity 10: Writing Case Studies

### **DAY 5**

- 8.00-12.30 Activity 11: Conducting a Participatory  
Training Session  
2.00- 3.00 Activity 12: Action Planning  
3.30- 4.30 Activity 14: Workshop Evaluation



## OVERVIEW OF ACTIVITIES

The module is divided into thirteen activities. The purpose and duration of each is summarised below.

***Workshop Introduction (30 minutes)***

Timetable and workshop process are explained.

***Qualities of a trainer (1 hour)***

Discussion, using picture codes, on the qualities of an effective trainer.

***A Guide to Practical Training (1 hour)***

Discussion of the basic principles of participatory training.

***Conducting a teaching event - role play (1 hour)***

Participants discuss a 'mock' presentation, where some obvious mistakes are made, and analyse their own experience to identify some of the common mistakes they make when giving a presentation.

***How to plan and give a presentation (1 hour)***

A presentation on the basic principles involved in organising and giving a presentation.

***Giving a presentation (6 hours)***

Participants prepare and demonstrate how to give a presentation. Each practise is reviewed so that participants can learn from each other.

***Training Methods (4 hours)***

Demonstration and assessment of different participatory training methods.

***The importance of training aids (1 hour)***

Presentation and discussion on the use of using visual aids.

***Preparing teaching aids (4½ hours)***

Group work, demonstration and discussion on the use of different teaching aids, followed by individual practical work.

***Writing a Case Study (2 hours)***

Presentation and individual practise on how to write a case study.

***Conducting a Participatory Training Session (4 hours)***

Working in groups, participants give a demonstration of a participatory training session.

***Action Planning (1 hour)***

Listing of learning points and individual action planning.

***Workshop evaluation (2 hour)***

Participants give feedback on the effectiveness of the workshop.

## DESCRIPTION OF ACTIVITIES

### **ACTIVITY 1 WORKSHOP INTRODUCTION**

**Purpose:**

By the end of the session participants will have agreed on the workshop timetable and 'rules'

**Time:** 30 minutes

**Materials:** \* Workshop Timetable \* Action Planning Sheet

**Method:**

● Once there is agreement on the workshop goals, give an overview of the timetable, and get agreement on starting, breaks and closing times.

**EXPLAIN THE WORKSHOP PROCESS AND EMPHASISE THE NEED FOR PARTICIPATION. PARTICIPATION WILL INCLUDE:**

- ☞ starting on time
  - ☞ joining in ice-breakers and warm up activities
  - ☞ participating in learning activities, built around:
    - a) presentations and demonstrations by trainers
    - b) role plays, case studies, critical incidents,
    - c) practice sessions by participants
    - d) discussions (brainstorming sessions)
    - e) group and pair work.
  - ☞ assisting with the preparation of role plays
  - ☞ rotating jobs within the workshop so that everyone gets a chance to be a group chairperson, group reporter, newsprint recorder or process observer.
- Explain the purpose of the handouts
- Distribute and explain the 'Action planning' sheet and:
- suggest that they use the sheet to keep a record of skills and ideas that they learn during the workshop, that they think they can use back in their work situations
  - explain that they will have an opportunity to review their action points during the final sessions of the workshop.

- Get agreement to an evaluation session at the end of each day. Explain that:
  - you need about four volunteers to join the trainers for 30 minutes to review the sessions
  - evaluation is a useful way of getting feedback and resolving any problems that might have occurred. It keeps participants informed of the next steps.

***"Encourage participants to view the workshop as theirs".***

- And then introduce the exercise that they will be expected to do on the last day of the workshop.

***The Task***

*Work in pairs to plan and conduct a training session. Your training activity should involve:*

- *more than one method*
- *the use of teaching aids*

*You will be allowed 20 minutes to conduct your training, and there will be 10 minutes for review and discussion.*



Explain that during the workshop that they will be introduced to various training methods and that this exercise is intended to give them the opportunity to try out these methods so that they can develop the confidence to use them in their own training situation.



## ACTIVITY 2 QUALITIES OF A TRAINER

**Purpose:**

By the end of the session participants will be able to list the qualities needed to be an effective trainer.

**Time:** 1 hour

**Materials:** \* picture codes (see *Teaching Aids* section)

**Method:**

● Divide the participants into groups of 6 - 8 depending on how many there are, and distribute the picture codes entitled 'Training Styles'. Ask the groups to discuss:

- 1     *What is happening in the first picture?*
- 2     *Why are some people sleeping and others complaining?*
- 3     *What is happening in the second picture?*
- 4     *Which do you think is the more effective training situation? Why?*
- 5     *What qualities does the trainer need to achieve that situation?*

Allow 30 minutes for the discussion.

● Organise a report back and list the points from each group under the following headings. Use the check list below to help draw out the points.

<i>Trainer's Check List</i>	
<b>EFFECTIVE TRAINING</b>	
<b>Effective Training</b>	<b>Trainer's Qualities</b>
<ul style="list-style-type: none"> <li>• Opportunities to participate</li> <li>• Clear relevant focus</li> <li>• Positive feedback</li> <li>• Variety of activity</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Leadership - group management abilities</li> <li>• Listening ability</li> <li>• Commitment &amp; energy</li> <li>• Friendliness</li> <li>• Patience &amp; sensitivity</li> <li>• Firmness &amp; politeness</li> <li>• Creativity</li> <li>• Punctuality</li> <li>• Flexibility</li> </ul>
<ul style="list-style-type: none"> <li>• Friendly environment</li> </ul>	



*Dictator  
Trainer*

*What are you?*

*or     Participatory  
Trainer*



**ACTIVITY 3**  
**A GUIDE TO PRACTICAL TRAINING**

**Purpose:**

By the end of the session participants will be able to explain the basic principles involved in making training practical, relevant, and interesting.

**Time:** 1 hour

**Material:** \* Flip charts for presentation

**Method:**

● Give a presentation that gives the importance of making training practical. The check list below outlines some of the key points that need to be emphasised on flip chart.

<i>Trainers' Check List</i>	
<b>PRACTICAL TRAINING</b>	
● Relevance	- target your audience - what <b>THEY MUST, COULD &amp; MIGHT KNOW</b>
● Be specific	- decide exactly what your objectives are - and stick to them
● Concentration	- concentration peaks at about 20 minutes - vary your activities
● Variety	- use different methods to maintain interest - check for understanding use guide lines, learning points, report back sessions, daily evaluation
● Problem solving	- stimulate ideas, get people to apply their learning - people learn better through discussion
● Reinforcement	- build on earlier learning - remind and reinforce by applying in other training activities
● Feedback	- check for understanding use questions, learning points, report back sessions, daily evaluation

In Part One of this manual you will find a more detailed explanation of these points. You will also find some illustrations that you could use as visual aids in your presentation.

*Include in your presentation questions  
and quick brainstorming exercises  
to get participants involved.*

## **ACTIVITY 4**

### **CONDUCTING A TEACHING EVENT - ROLE PLAY**

**Purpose:**

By the end of the session participants will be able to list some of the common mistakes to be avoided when making a presentation.

**Time:** 1 hour

**Materials:** \* Flip chart for demonstration

**Method:**

● One of the trainers, without any advanced introduction, deliberately gives a poor presentation. The aim is to introduce, in a humorous way, some of the common mistakes that need to be avoided when making a presentation. Your participants are not aware of this and with exaggerated behaviour it is possible to get them thoroughly involved.

● Some of the points that you will need to write into the role play so that they can be drawn out in the discussion are:

- \* body language: aggressive, unfriendly
- \* ignored questions and intimidated questioners
- \* talks too quickly
- \* no introduction and no summary
- \* distracting actions/gestures
- \* unsure of the subject and confused the audience
- \* poor use of visual aids
- \* no attempt to check for understanding

● At the end of the performance another member of your training team should say: *OK, let's assess what we have seen.* First give the performer the chance to comment.



Then get the participants to give their comments on the presentation. List their comments under the headings 'Good' and 'Need to Improve'. The demonstration is a good introduction to the presentation on preparing for a teaching event.

**ACTIVITY 5**  
**HOW TO PLAN & GIVE A PRESENTATION**

**Purpose:**

By the end of the session participants will be able to explain the basic guidelines for planning and conducting a presentation.


**Time:** 1 hour

**Materials:** \* Flip charts

**Method:**

● Give a presentation on the guidelines that should be followed when preparing for a teaching event. Below are some sample visual aids that can be used to highlight the main points.

<p style="text-align: center;"><b>Purpose</b></p> <p style="text-align: center;"><b>Be clear about your PURPOSE</b></p> <p>It might be to</p> <ul style="list-style-type: none"> <li>* persuade</li> <li>* inform</li> <li>* stimulate ideas</li> <li>* get feedback</li> </ul>	<p style="text-align: center;"><b>Preparation</b></p> <p><b>KNOW</b></p> <table border="0" style="width: 100%;"> <tr> <td style="padding-right: 10px;">Why</td> <td rowspan="2" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="2" style="vertical-align: middle;">you are</td> </tr> <tr> <td>To whom</td> </tr> <tr> <td>Where</td> <td rowspan="2" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="2" style="vertical-align: middle;">teaching</td> </tr> <tr> <td>When</td> </tr> </table> <p style="text-align: center;">Anticipate distractions loss of interest</p> <p style="text-align: center;"><b>AND PRACTISE</b></p>	Why	}	you are	To whom	Where	}	teaching	When
Why	}	you are							
To whom									
Where	}	teaching							
When									
<p style="text-align: center;"><b>Select Information</b></p> <ul style="list-style-type: none"> <li>* Brainstorm ideas</li> <li>* List all the facts</li> </ul> <p>Prioritise Information against</p> <p>Objectives - relevance Audience - existing knowledge</p>	<p style="text-align: center;"><b>The Introduction</b></p> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>* Capture interest</li> <li>* Show relevance</li> <li>* State the topic</li> <li>* Explain your purpose</li> </ul> <p style="text-align: center;"><b>A GOOD INTRODUCTION IS IMPORTANT</b></p>								



**Maintain Interest - Vary Your Methods**

Use

Visual aids	Demonstrations	Role Play
Discussion	Questions	Presentations
Problem solving		

## **ACTIVITY 6**

### **GIVING A PRESENTATION**

**Purpose:**

By the end of the session participants will be able to organise and conduct a teaching event

**Time:** 1½ days

**Method:**

● Divide the participants into pairs or groups of 3-4 people and ask them to prepare a presentation on a topic of their choice that is related to household food security. For example:

- *'Organising a water point committee'*.
- *'Starting a gardening project'*.
- *'Conducting a community meeting'*.
- *'Improved nutrition for infants'*.

Explain that each group should give a short presentation (15 minutes) on their teaching event that includes:

- an outline of the objectives
- an explanation of the main points of information
- a demonstration of how the teaching event will be conducted

● After each demonstration allow time for discussion. The purpose of the discussion is to help the groups learn from each other. In order to keep the feedback session fair and objective it is helpful to establish some rules.

**FEEDBACK RULES**

- 1 *Allow the group to first assess their own performance - then others can comment.*
- 2 *Each group should listen and learn from the feedback rather than trying to defend themselves. Feedback is not meant to be criticism, but an attempt to improve skills.*
- 3 *Those giving feedback should recognise and give praise to the good points, and not just comment on the negative things.*
- 4 *Comments should be specific and concrete - and focus on how things could be improved.*
- 5 *Comments should be brief and avoid repetition.*

● Complete the exercise by brainstorming in buzz groups, and then listing the main learning points.



## **ACTIVITY 7** **TRAINING METHODS**

### **Purpose:**

By the end of the session participants will be able to demonstrate the use of different participatory training methods.

**Time:** 4 hours

**Materials:** \* Sample Exercises: *Participatory Training*  
\* Handout: *'Training Methods'*

### **Method:**

● Compile a list of training methods used in the workshop. Begin this as an individual exercises, getting each participant to make their own list, and then get contributions to compile a 'master' list on flip chart.

● Then select the different training methods you intend to use in the group exercises. In the sample exercises below the following training methods are the focus of attention:

- group discussion
- role play
- critical incident
- story telling, songs, poems

Explain each method, and draw participants attention to examples from the previous training modules.

● Explain the purpose and procedures of the activity, and then allow the groups time to prepare.

### **PROCEDURES**

- 1 *Each group will select a training method - a lottery process*
- 2 *Each group will organise a demonstration (15 minutes) of the method, where appropriate involving participants from the whole group.*
- 3 *After the demonstration, the group will give short presentation (5 minutes) on what they see as being advantages of this method and what the appropriate uses are.*
- 4 *Then the whole group will discuss (10 minutes) the demonstration, making suggestions on how it could have been improved.*
5. *After the discussion the trainer will summarise by highlighting the basic steps involved in using this method.*

● At the end of the activity distribute the handout entitled *'Training Method'*.

*You will find some example exercises in the Training Aids Section.*

**ACTIVITY 8**  
**THE IMPORTANCE OF TEACHING AIDS**

**Purpose:**

By the end of the session participants will be able to explain the advantages, and basic principles involved in using teaching aids.

**Time:** 1 hour

**Materials:** \* Flip chart

**Method:**

● Divide the participants into pairs to brainstorm (a) the advantages of using visual aids, and (b) the different types of teaching aids they could use. Suggest that they draw on their experience from earlier workshops. Allow five minutes and then list their ideas on flip chart. The check list below is an example of some of the points that might be listed.

<i>Trainer's Check List</i>	
<b>TEACHING AIDS</b>	
<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Focuses attention</li> <li>• Aid to memory</li> <li>• Adds interest</li> <li>• Reinforces the spoken word</li> <li>• Persuasive</li> <li>• Simplifies</li> </ul>	<p><b>Types</b></p> <ul style="list-style-type: none"> <li>• Real objects</li> <li>• Flip charts</li> <li>• Chalk board</li> <li>• Pictures</li> <li>• Case studies</li> <li>• Role play</li> <li>• Films</li> </ul>

● As an introduction to Activity 9 give a short presentation on the basic guidelines for preparing visual aids. Base your presentation on the sample flip charts given below - don't forget to set a good example and use visual aids in your presentation!

**LEARNING INVOLVES**

10% of what we HEAR  
30% of what we SEE  
60% of what we DO

**Visuals**  
focus attention  
simplify data  
illustrate

**Visuals**  
IMPROVE LEARNING

**TYPES OF VISUAL AIDS**

- \* chalkboard
- \* flip charts
- \* pictures
- \* photographs
- \* samples

### PICTURES

One idea per picture

Avoid unnecessary  
detail

Make them realistic

Include facial  
expression

### FLIP CHARTS

- \* one idea per page
- \* key points only
- \* 20 words per page
- \* Lettering:  
**big, bold**
- \* Avoid **OVERCROWDING**
- \* Straight Lines

### USING VISUALS

Position your equipment where  
all can see

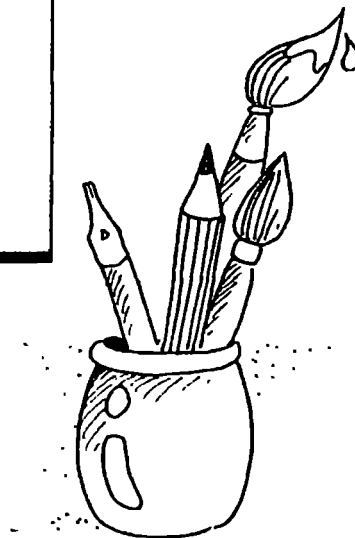
Do not block the view

Allow time for study

### GIVE VARIETY & EMPHASIS

Use

- \* colour
- \* **LARGE SIZE**
- \* underline or box key  
points
- \* use questions to focus  
attention



**USE VISUAL AIDS**

**TO ILLUSTRATE YOUR PRESENTATION**

## **ACTIVITY 9** **PREPARING TEACHING AIDS**

### **Purpose:**

By the end of the session participants will be able to demonstrate their ability to prepare visual aids related to household food security .

**Time:** 5 hours

**Materials:** \* Handouts: *Preparing Teaching Aids*  
*Codes - Problem Posing Materials*  
*Educational Theatre*

- \* Materials for preparing teaching aids e.g. flip chart, card boxes, magazines, etc.

### **Method:**

#### **Introduction**

● Begin the session by explaining that teaching aids can be made from a variety materials, many of which can be found locally, e.g card boxes, newspapers, etc. Emphasise that in this session you are going to explain and demonstrate :

- simple drawing techniques
- the use of symbolism in visual aids
- the use of codes

#### **Demonstration 1 - Drawing Techniques**

● Demonstrate techniques of:

- lettering
- grid-square enlargement
- drawing people

Use the handout '*Preparing Visual Aids*' to help you.



#### **Demonstration 2 - Symbolism**

● To help you prepare for this demonstration read the section on symbolism in Handout: '*Preparing Visual Aids*'. Symbols are visual representations of key issues. They are a memory aid, because people remember if they see and not just hear. Explain what is meant by symbolism in visual aids, and give an example. In the handout there is an example of how the symbol of a three-legged cooking pot can be used to explain the importance of having a balanced diet with all the three different types of food. Brainstorm with the participants other examples of symbols, such as:

- *How animals feed their young to emphasise the benefits of breast-feeding*
- *The broken bridge to help explain the knowledge gap*

### Demonstration 3 - Codes

● To help you prepare for this demonstration read the Handout: '*Codes - Problem Posing Materials*'. Begin the demonstration with a real object that will stimulate a discussion. A good example is a beer bottle. Ask the participants:

*What does it represent (symbolise) in the rural communities?*

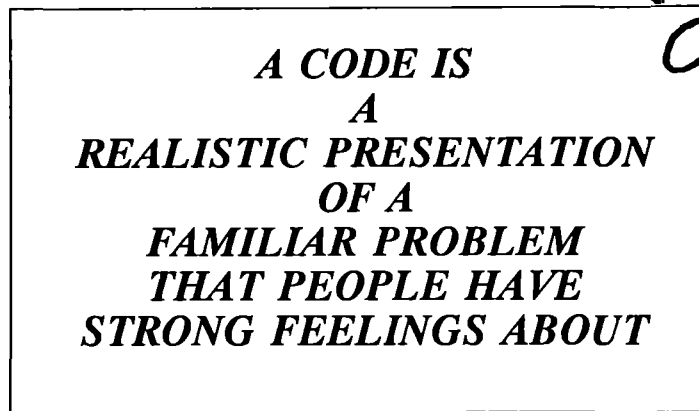
OR

*What does this mean for village women?*

You may get a variety of responses:

*drunkenness, littering, not enough money to buy food, family violence, etc.*

● Use this example to explain what is meant by a code:



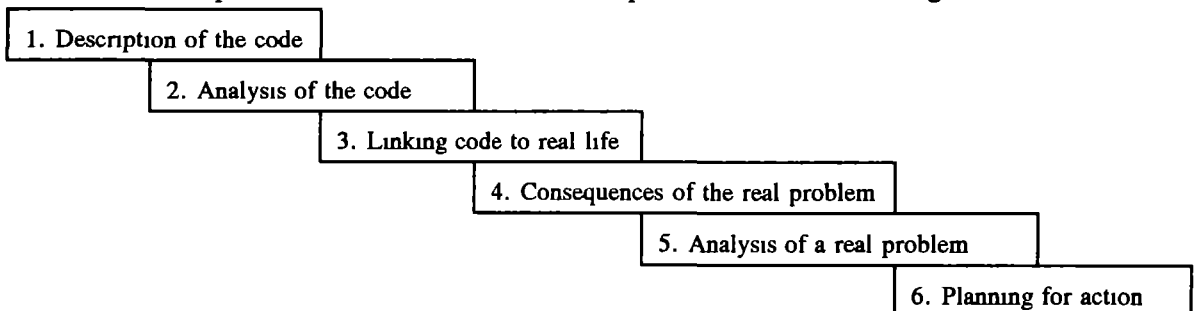
Brainstorm examples of codes, but emphasise that not all real objects are codes; it does depend on the situation.

● Distribute the pictures (without the discussion questions) in the handout called *Codes - Problem Posing Materials*, and ask participants to discuss in small groups:

- What situation these codes could represent
- What discussion questions they would use with the pictures

Allow 10 - 15 minutes and get a brief report back.

● Use the report back to introduce the six steps involved in discussing a code:



Again use the Handout: *Codes - Problem Posing Materials* to help explain these steps.

### Practicals

- Divide participants into pairs and explain the task

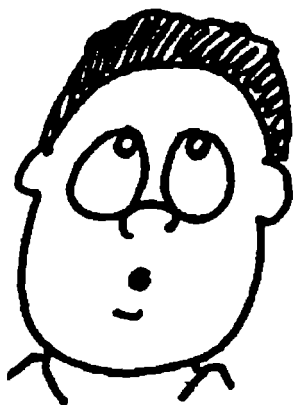
*The Task*

- *Select a household food security topic*
- *Prepare two types of visual aids that the group could use in an education session on that topic. The visual aids should be able to stimulate discussion on the topic.*
- *Demonstrate (10 minutes) how the visual aids will be used.*

*Allow 2 - 3 hours.*

- Display the visual aids. Select a few for evaluation. For each of those selected ask the participants to explain how he/she would use. Ask the other participants to give their comments in terms of the visual aids:

- appearance
- clarity
- purpose
- effectiveness



**Remember your  
ABCs for visuals**

**ACCURATE  
BRIEF  
CLEAR**



**ACTIVITY 10**  
**WRITING CASE STUDIES**

**Purpose:**

By the end of the session participants will be able to write case studies.

**Time:** 2 hours

**Materials:** \* Flip charts

**Method:**

● Begin the activity with a short presentation. The main points to be made are highlighted in the sample flip charts below.

**CASE STUDIES ARE**

A story of an actual  
situation of familiar  
type of situation

A description of a  
problematic situation

A description of a  
positive situation

**CASE STUDIES ARE  
USED FOR**

- problem identification  
- what is the problem
- problem analysis  
- why is it like this
- problem solving  
- what can be done

**CASE STUDIES ARE**

A basis for discussion asking

- What went wrong?
- What would you do?
- What are the positive points?

**Use examples of the case studies from the Workshop  
to help explain these points.**

- Explain the task.

*The Task*

- *Select a problematic/positive situation that you know and is relevant to your work*
- *Write a case study based on that situation*
- *Formulate discussion questions*
- *Explain for what training purpose you would use the case study*

Allow 1 hour for this exercise.

- Select two or three case studies for discussion. *(If possible make photocopies of those selected for each participant)*. Briefly review each case study in terms of its:
  - reality
  - the relevance of the discussion questions
  - the different uses it could be put to in a training situation
- At the end of the session collect in all the case studies, review and give individual feedback.





**ACTIVITY 11**  
**CONDUCTING A PARTICIPATORY TRAINING SESSION**

**Purpose:**

By the end of the session participants will have demonstrated their ability to conduct a participatory training session.

**Time:** 4 hours

**Method:**

- Remind participants of the task you set on the first day.

*The Task*

*Work in pairs to plan and conduct a training session. Your training activity should involve:*

- *more than one method*
- *the use of teaching aids*

*You will be allowed 20 minutes to conduct your training, and there will be 10 minutes for review and discussion.*

- At the end of each demonstration lead a short evaluative discussion. Ask:



- Did the training achieve its objectives?
- Were the methods and teaching aids used relevant?
- Did the training focus your attention? Why?
- What did you like about the training?
- What could have been better?

**From each of the discussions compile a check list of learning points.**

## ACTIVITY 12 ACTION PLANNING

**Purpose:**

By the end of the session participants will have listed their key learning points and prepared their action plans.

**Time:** 1 hour

**Materials:** \* Action Planning Sheet

**Method:**

- Refer participants to the *Action Planning Sheet* you distributed at the start of the workshop.
- Ask each individual to select their five most important learning points from the workshop and decide how they will implement these learning points in their job. Allow 20-30 minutes.
- Complete the exercise by asking participants to share points from their action plans.



### ACTIVITY 13 WORKSHOP EVALUATION

**Purpose:**

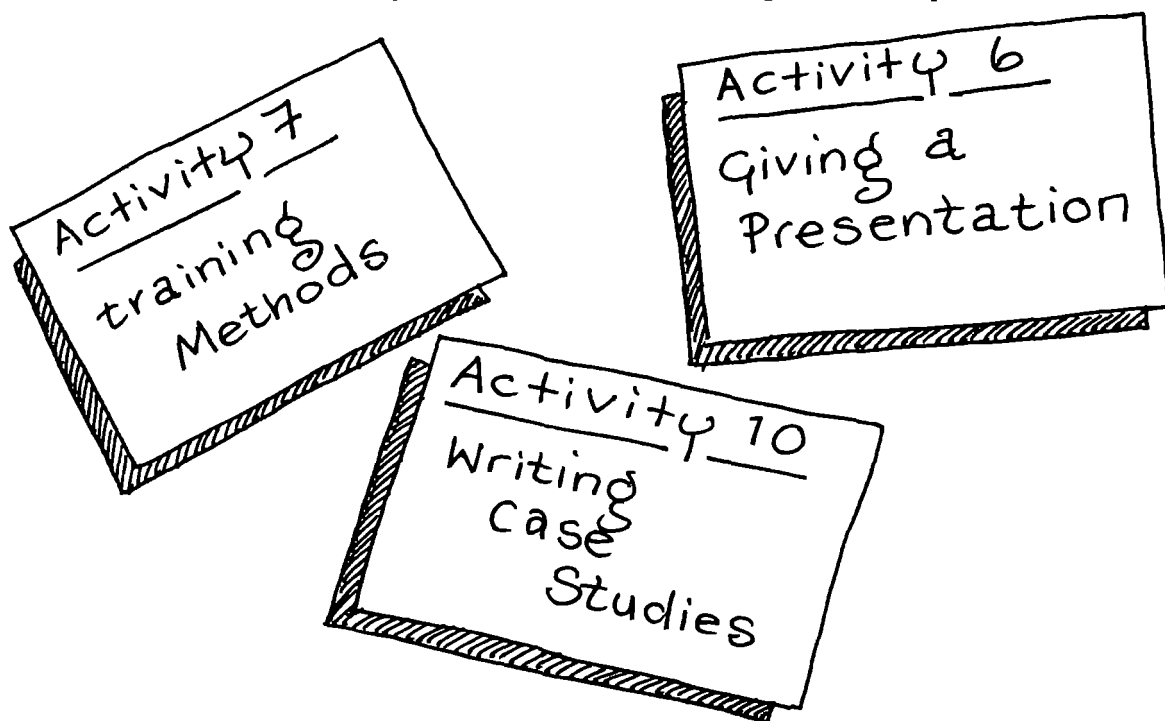
By the end of the session participants will have provided feedback to the trainers on the usefulness of the workshop.

**Time:** 1 hour

**Materials:** \* Sets of activity cards

**Method:**

● Divide the participants into small groups. Give each group a set of activity cards covering all the activities you have done in the workshop. For example:



● As each group to rank these activities in order of:

**IMPORTANCE**

**CLARITY**

**USEFULNESS**

The one they found the most *important, useful, and easy to understand* will be ranked number one. Allow 20 minutes.

● When the groups have completed their ranking compare the results. Ask why they ranked one activity more important than another. Find out why there are differences between the rankings of each group.

*The idea is to get feedback to help you  
in your future training.*

**MODULE 4**  
**TEACHING AIDS**

**TRAINING METHODS**  
**AND TEACHING AIDS**



<p style="text-align: center;"><b>HANDOUT</b></p> <p style="text-align: center;"><b>TRAINING METHODS</b></p>
--

## **METHOD 1: THE DEMONSTRATION**

### **What is it?**

A demonstration is a step-by-step explanation of how to do something, such as preparing a seed bed, building a pit latrine, etc. It involves showing people how something is done, explaining how it is done, and why it is done that way.

### **What you will need**

- The materials to demonstrate each stage of the activity. If time permits you should also have enough materials to allow each of the learners try out each step of the demonstration as you explain.
- A flip chart to summarise each of the main points of the demonstration.

### **How is it done?**

1. Plan beforehand each step in the demonstration. Try them out with someone else ahead of time to make sure that what you are showing and explaining is clear.
2. Get together all the materials you need ahead of time. It is a good idea to use only equipment and materials that are available locally, and to have some local people help you get things together. That way you will have local support for what you are doing; the people will feel more a part of it, and you have a better chance of catching inappropriate elements of the demonstration beforehand.
3. Begin by telling participants what you are going to do. Tell them why you are doing it and briefly describe all the steps before you actually start.
4. Demonstrate one step at a time. Explain everything carefully. As you are doing each step, tell what you are doing. If possible, ask participants to help you do some of the steps.
5. Encourage participants to ask questions as you go along. Check frequently by asking questions to make sure they understand the important points.

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*Adapted from: 'Module for Extension Workers', by M L Byram, Centre for International Education, UNMASS, 1986.*

*'A popular Education Handbook', by R. Arnold & B. Brurke, CUSO - Development Education, Toronto.*

*'Helping Health Workers Learn', by D. Werner & B. Bower, The Hesperian Foundation, Palo Alto, 1982.*

6. When you are finished, review what you did. Make sure people understand the steps and the end results. If possible, let participants feel, handle, taste, and smell the product of the demonstration.
7. When you complete your demonstration, have one or more participants repeat it. Ask for volunteers. Explain the steps again and let the volunteers demonstrate. Correct any mistakes politely. Give praise for doing it correctly, and thank them.

Demonstration can be very effective in helping people understand and practise a new skill. People learn quickly when they see, and do something. The skill becomes more real and easier to remember.

## **METHOD 2: ROLE PLAY**

### **What is it?**

Role playing uses gestures, actions and words to illustrate the attitudes of people, the characteristics of a persons occupation or profession, or the difficulties in a problem situation.

For example:

- \* Roles relating to attitudes
  - the individualistic group member
  - the authoritarian leader
- \* Roles relating to occupations
  - the teacher
  - the extension officer
- \* Roles relating to problem situation
  - the dishonest bookkeeper

### **What will you need**

- The timing can vary, depending on the number of people involved and how many roles are to be discussed. Role playing attitudes encountered in a group situation will need about 30 minutes for preparation, 5 minutes per group for presentation, and a further 20 minutes for discussion.
- Depending on the size of the group, one large room is sufficient, with sub-groups preparing in the corners.
- A flip chart and felt-tipped pen for recording the discussion.

### **How is it done?**

In role play, the characters and their attitudes are the important elements rather than a series of events which make up the story line of the socio-drama.

#### *Introduction*

- Choose the theme e.g. the extension workers behaviour at a community meeting
- Be sure the group is clear as to what roles they are to discuss and present, and how much time they have to prepare. For example, what is the best way to behaviour at a community meeting.

#### *Preparation*

- Discuss the theme - this is best done in small groups of 3-5 people. The discussion should focus on the role or roles to be presented and the arguments each person to be depicted would in real life?
- Outline the story of arguments - to present them in a logical sequence. In role play it's important that the attitude and reaction of the characters is clear.

#### *Action*

- Present the role play to the larger workshop.

#### *Discussion*

- Discuss what happened. What did they see; was the behaviour correct; did the person have the right attitude; what could have been done differently. It is important in the discussion to emphasise the characters, their ideas and behaviour.

### **Helpful Hints**

- Stress that the small group discussion must centre on the behaviour, attitudes and arguments of the characters in their respective roles.
- The preparation is important in order to understand and discuss the roles each person is going to represent.
- Ideally, you should break into very small sub-groups for role play - certainly no more than 5 people per group.

### **METHOD 3: CRITICAL INCIDENTS**

#### **What is it?**

Critical incidents are problem posers. They are examples of specific problematic situations, and the learners are asked '*What would you do in this situation?*'. It is a method that can be used to help learners develop problem-solving skills, practise behavioural skills, and analyse attitudes.

#### **What you will need**

- The timing can vary but it usually involves a brief presentation, either in writing or through role play, pictures, or dialogue, of the critical incidents to focus attention on a specific kind of problem, and get a quick reaction.
- A flip chart and felt pens for the discussion.

#### **How is it done?**

##### *Preparation*

- Choose examples of incidents of the theme you are discussing (e.g leadership, public relations, etc)
- Write a very brief summary of the incident. Usually the description is of an encounter between two people.

##### *Action*

- Discuss the incident - in small groups. The discussion should focus on what happened, why it happened, how could it have been avoided, what can be done now.
- Dramatise - groups could be asked to dramatise/role play their solution to the problem. This should be short 3-5 minutes.

##### *Discussion*

- List the points flip chart. In the discussion focus on the attitudes and behaviour of those characters involved in the incident.



<p style="text-align: center;"><b>SAMPLE EXERCISES</b></p> <p style="text-align: center;"><b>PARTICIPATORY TRAINING TECHNIQUES</b></p>
--

**Exercise 1: Leading a Group Discussion**

Your task is to train a group of women how to organise and lead a group discussion. Demonstrate how you could do this. Your demonstration should include

- how you would train the women to deal with difficult situations in a group discussion
- a presentation on the key points about leading a group discussion

**Exercise 2: Problem solving**

Your task is to train RDPs in techniques that they can use to solve problems in a community project. Two of the techniques you have chosen are role play, and critical incidents.

Demonstrate how you would use these techniques. Your demonstrations should be based on example problems that an RDP might encounter.

At the end of your demonstration give a short presentation on the key points that would help your RDPs remember how to use these techniques in their work.

**Exercise 3: Story Telling**

Your task is to provide three examples of stories, proverbs or songs that can be used for educating people on household food security topics. Demonstrate their use by selecting specific topics.

At the end of your demonstration give a short presentation on what you see as the advantages of using stories, proverbs, or songs to teach people new ideas.

<p style="text-align: center;"><b>HANDOUT</b></p> <p style="text-align: center;"><b>PREPARING VISUAL AIDS</b></p>
---

***BASIC GUIDELINES***

Whenever possible:

1. **Make your own teaching aids**, using low-cost local materials.
2. When making teaching aids, **use and build on skills you already have**.
3. Try not to make the aids *for* others, but rather **involves group** or community members in making them with you.
4. Look for ways to **use real objects** instead of just drawing things.
5. Teach new ideas or skills by comparing them with familiar objects or activities.
6. **Make teaching aids as natural and lifelike as you can**, especially when detail is important.
7. Use teaching aids that call for doing as well as seeing - aids that students must handle or put together.
8. Make them as fascinating or fun as possible, especially teaching aids for children.
9. Use teaching aids that do not simply show or explain something, but that **help people to think things through and discover solutions for themselves** - teaching aids that exercise the learners' power of observation and reason.
10. **Use your imagination**, and encourage people to use theirs. Turn the making and inventing of teaching aids into a challenge and an adventure.

***Keep teaching aids relatively simple***

Create and use teaching aids that help develop self-reliance in both acting and thinking-in helping persons find things out for themselves.

## ***DRAWING TECHNIQUES***

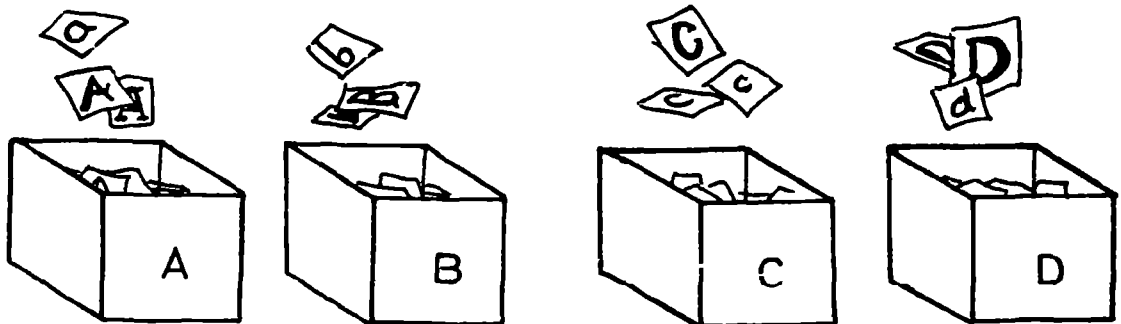
### **A. TOOLS FOR LETTERING**

Visual aids such as posters, flash card, flip charts or flannel graphs often have to be accompanied by words. It would spoil the visual if these were written badly. There are ways to make nice looking letters.

Here are several ways you can obtain letters.

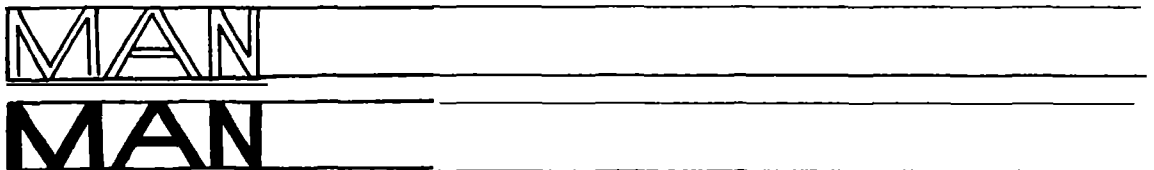
#### **1. Newspapers, magazines, and Old Posters**

Some times one sees advertisements in big beautiful letters. These can be cut out carefully and kept for use with visuals. Children love cutting out letters. Get your children to help cut out words and letters from magazines. Keep them in boxes, a box for each letter or number.



#### **2. Free Hand-using felt pen or chalk**

- Draw faint guidelines in pencil so that your letters are the correct height.
- Sketch the letters in pencil. Keep the letter shapes simple. Capitals are easier to read.
- Then shade with a felt pen, write freely, but try and keep a steady and controlled pace.
- Rub out the guidelines

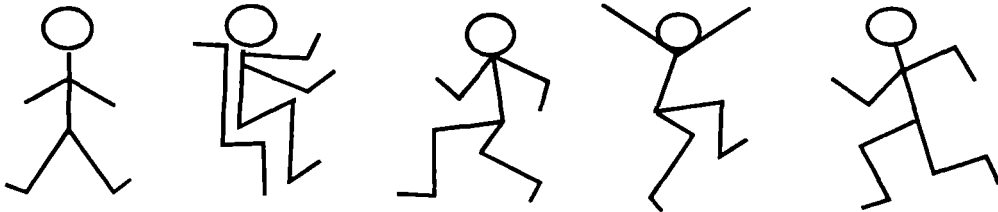


On squared paper you can trace letters, cut them out and mount on cardboard. Then cut out cardboard letters and keep for use when you need them.

**B. DO-IT-YOURSELF PICTURES**

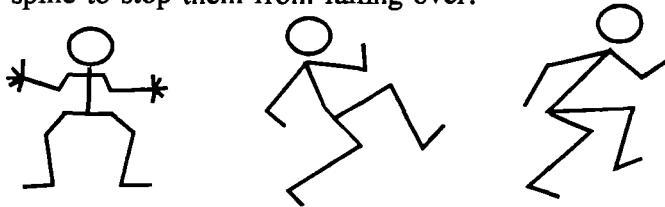
**Stick people**

Stick people are easy to draw and can be made to sit, run, jump, swim and so forth. In their simplest form, they require a circle for a head, and lines to make a spine, arms, legs and feet. To keep them in proportion, keep the arms, legs and body all the same length.



The more advance models bend at the elbows and knees, but they do not need hips nor shoulders.

Another point to consider is balance. When they run they do, like us, need one leg under or behind the spine to stop them from falling over.

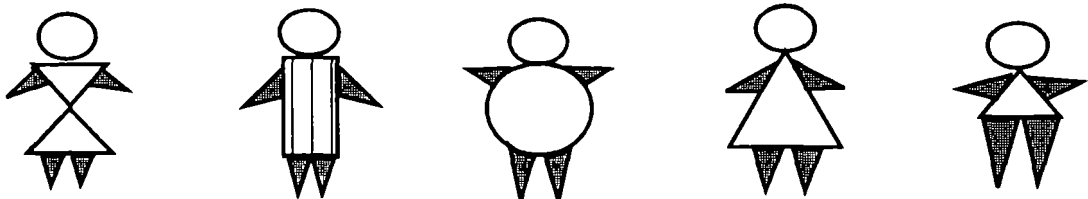


Facial expressions are a matter of a few dots and dashes, while noses can, if necessary, be added to show which way a person is looking.



**Using simple shapes**

You can draw people by using: squares, oblongs, triangles, circles, ovals, cones.



Woman =  
1 circle  
2 triangles  
4 cones

Thin man =  
1 circle  
1 oblong  
4 cones

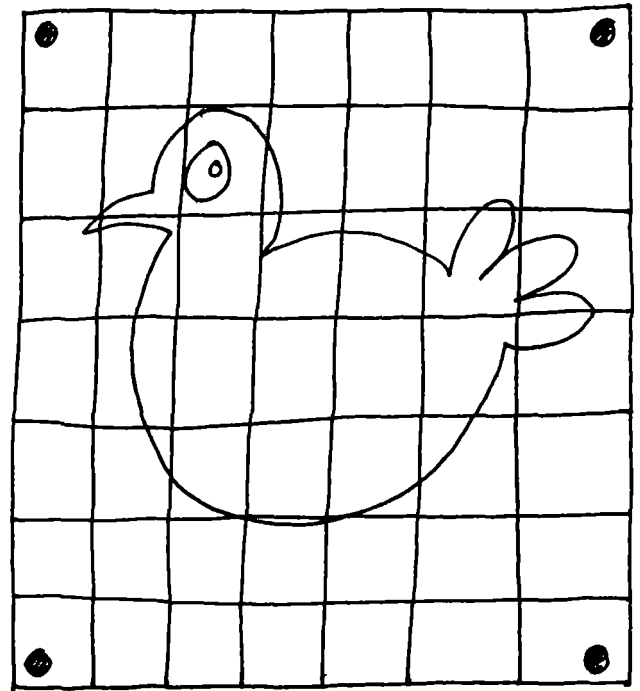
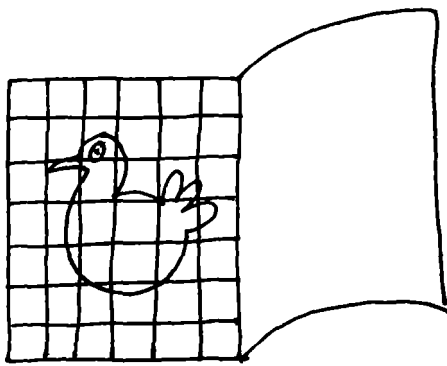
Fat man =  
2 circles  
4 cones

Girl =  
1 circle  
1 triangle  
4 cones

Boy =  
1 circle  
1 triangle  
4 cones

C. DRAWING: THE GRID METHOD

The grid method can be used to copy pictures, and make a bigger or smaller picture than the one you are copying.



Materials Required

- A set of these instructions
- Original illustration to be enlarged
- Sheet of tracing paper cut about 1" larger than the size of the original
- Ruler
- Set Square
- Pencil
- Eraser
- Sheet of drawing paper about twice the size of the tracing paper
- Masking tape.

## Instructions

First read through all the instructions from beginning to end. Then start again at step 1, and complete each numbered instruction, one at a time.

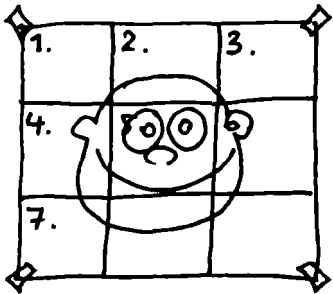
(a)

1. Take the sheet of tracing paper. Draw on it a grid of 1" squares (or ½" squares if the original illustration is small or very detailed).
2. Number these squares as shown in diagram (a)

1.	2.	3.
4.	5.	6.
7.		

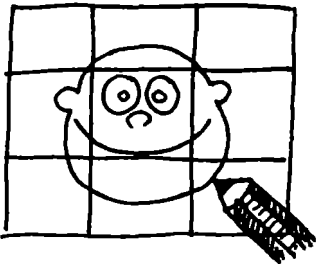
(b)

3. Lay the original flat on a convenient working surface, and place the tracing paper on top of it.
4. Make sure that all parts of the illustration are visible through the grid, and fasten the tracing paper in place with masking tape.



(c)

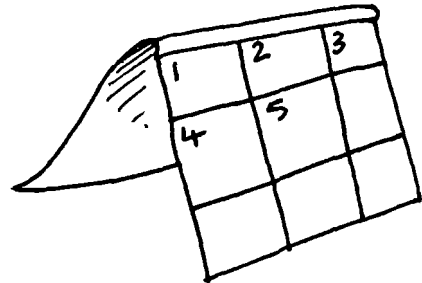
5. Copy the illustration onto the tracing paper with a pencil (diagram c)



6. Now take the sheet of drawing paper

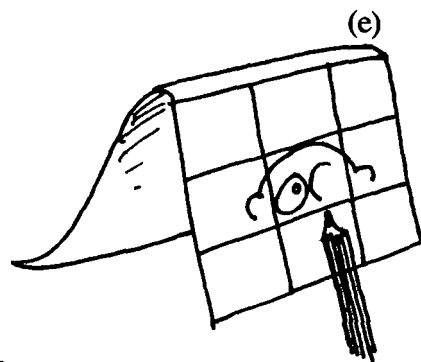
(d)

7. Draw an enlarged grid lightly in pencil on the drawing paper. This is similar to the tracing paper grid, but for a copy as big as the original picture, double the size of the squares (2").



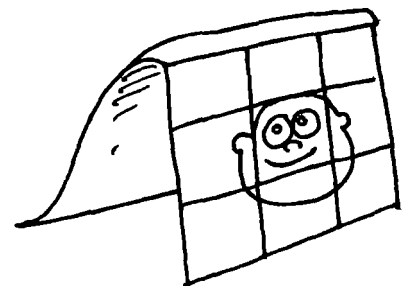
8. Number these squares in the same way as in diagram (a)

9. Take the traced copy of the original picture, and copy the line of the drawing on to the enlarged grid, one square at a time, until the picture is completed (diagram d)



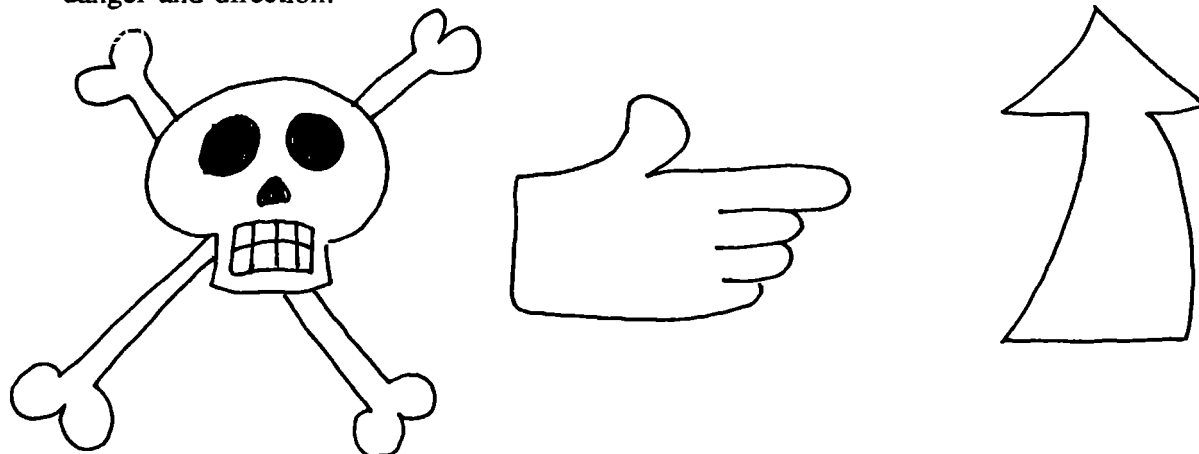
10. Carefully rub out the grid lines on the drawing paper and tidy up the outline of the illustration.

(f)

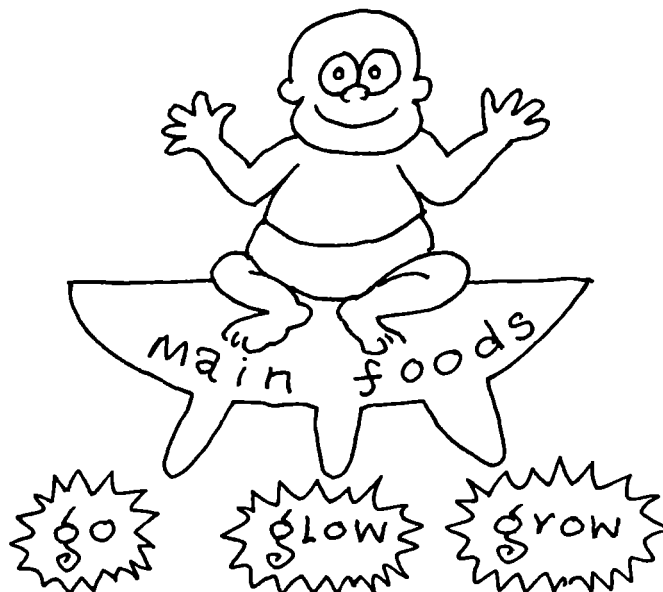


**D. SYMBOLISM**

Symbols are an aid to memory. Some symbols are very familiar. The symbols below show danger and direction.



We can create our own symbols to help emphasise key points of our message. For example if we are teaching about healthy children and a balanced diet we can illustrate our own talk with familiar objects. In the example below, the three-legged cooking pot is an item that all households know. We can use this object to discuss what should go into the pot in order that children have a good diet. We can complete the picture by showing a healthy baby.



In your talk you could build up the picture bit-by-bit. Start with the pot, add the main foods, then add the 'go', 'grow', and 'glow' foods, and finally put the baby on top.



<p style="text-align: center;"><b>HANDOUT</b></p> <p style="text-align: center;"><b>CODES</b> <b>- PROBLEM POSING MATERIALS</b></p>
---

**What is a code?**

A code is a realistic presentation of a familiar problem, about which the group has a strong feeling. The most common kind of codes are:

- pictures
- case studies
- role plays
- critical incidents

We can also use:

- real objects
- games
- films
- songs
- stories
- newspaper articles
- slides
- proverbs

The important thing about a code is that it raises questions, it does not provide answers. A code shows the problem, not the solution.

**Why use codes**

Codes are useful to start off a discussion about a particular problem. It is an effective way of using a problem-solving approach to education. Codes can be used to help give people the confidence to analyse problems and reach for solutions.

**How are codes prepared?**

Codes are not difficult to design, especially pictures, role plays, and critical incidents. The following points should be remembered when designing codes:

- \* the problem raised should be one which has been identified as a priority. In order to motivate people to change their situation, we must begin with the issues they feel most strongly about.
- \* show only one problem at a time, otherwise the discussion loses direction.

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*Adapted from: 'Helping Health Workers Learn', by D Werner and B Bower, The Hesperian Foundation, Palo alto, 1982.*

*'Lets Build Zimbabwe Together. A Community Development Manual', Ministry of Community Development and Women's Affairs, Zimbabwe.*

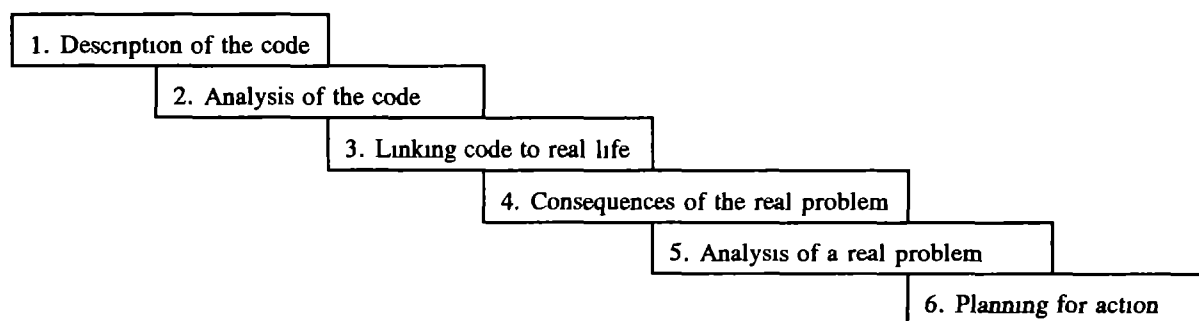
*'Training for Transformation, Vol. 1,' by A Hope and S Timmed, Mambo Press, Harare, 1984.*

- \* the code should show a realistic scene - it helps if you show an event that has actually occurred changing the names of people and places.
- \* the code should be simple and clear.
- \* Comparing situations, such as a participatory training situation with the conventional classroom situation, can be useful for highlighting a problem.

Test your codes with a small group before using them with a larger group. Be prepared to make changes and improvements. You will know your code is useful if it causes a group to discuss an issue with great excitement.

### How should the discussion be organised?

The discussion of a code involves six steps:



Your participants attention can be focused on each of these steps by asking a series of logical questions:

- Description:* What did you see happening (in the play, poster, etc)?
- Analysis of code:* Why did **this** happen?
- Linking code to real life:* Have you experienced **this** in real life? If so, give examples.
- Consequences of real problem:* What other problems does **this** cause?
- Analysis of real problem:* What are the root causes of **this** problem?
- Action planning:* What can we do together to solve **this** problem?

**On the following pages are some example codes.**



**Discuss together**

1. What did you notice about this chicken project?
2. Why did it fail?
3. Have you had any similar experience of projects that have failed?
4. Why is planning important?
5. How can we plan our projects successfully?

**2. Resource Management**



**Discuss together**

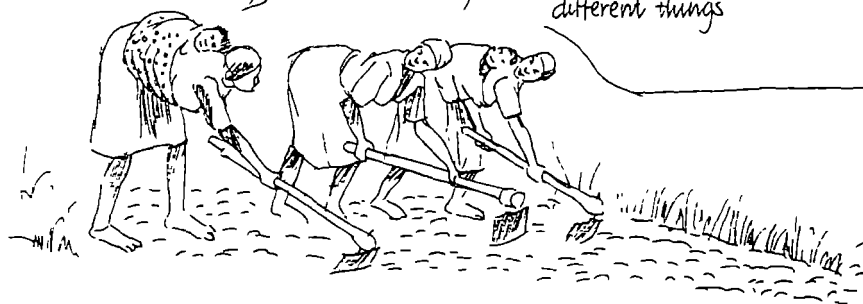
- a. What do you see happening in each picture?
- b. Why is it happening?
- c. Who is benefiting? Is it good to have a few people benefiting from the society?
- d. Does this happen here? Why does it happen?
- e. What can we do to stop this situation?

**3. Community Decision Making**



Who was that? I dont remember him - we have had so many visitors lately And we already have 3 other meetings next week

Yes People from a lot of ministries come to meet with us, and people from N.G.O'S and donor organizations as well. And we have to meet with the VIDCO. The problem is we have so little time for meetings, and we get very confused as all our visitors are saying different things



**Discuss together**

- a. What is happening in this picture?
- b. How did we traditionally work together? Why did we work together?
- c. Nowadays, do we work together co-operatively? Why or why not?
- d. Is it important to have people organised in a co-operative? Why or why not?
- e. What problems occur when we work together co-operatively? What are the consequences of doing things individually? What are the consequences of doing things co-operatively?
- f. In starting a co-operative store, what difficulties will be involved?

**HANDOUT**  
**EDUCATIONAL DRAMA**

There are many ways to communicate ideas and information, and to get people involved. Talks, discussion, home visits, demonstrations, and meetings are some of the methods that are used. Drama is another method that can be used by extension workers to help them in their activities.



**Drama is story telling**

Drama is a form of story telling that involves actions. Drama can be used by a group to help themselves and others to explore and understand problems and situations. Drama can, for example, be used to help a community explore the problem of drunkenness and how it relates to family health, or to discuss the problems and fears that people may have about resettlement. Drama can be used to convey simple ideas and messages, for instance the importance of breast feeding, or to deal with and bring into the open sensitive issues such as AIDS and sexual behaviour.

*Drama combines education with entertainment.*

### Why use drama?

There are various advantages and benefits to using drama as an extension method. For example:

1. **Drama draws on people's own experience.** Stories can be developed from the actual ideas and the experiences of people in the community and the extension worker. By focusing on issues of importance to the people, those involved in creating the story and preparing the drama can present it in a relevant and convincing way.
2. **Everyone can do it.** Not only does drama relate to people's experience it also draws on their natural acting talents and instincts. Drama can also draw of the cultural traditions of the communities, such as their music and songs.
3. **People get involved.** Since drama is relevant to people's problems, and draws on their experience they are more likely to respond to what is being done, join in, and even act on what they see and hear.
4. **Drama uses language that people can easily understand.** Since those involved in the drama are familiar with the situation they are dramatising they can use words and expressions that everyone can understand.
5. **It's fun, it's action-oriented, and its visual.** Education is more effective if people are enjoying themselves. Building a message into a drama is a more interesting way of communicating than just lecturing to people. Drama can be used:

to INFORM people,	to ENTERTAIN
to STIMULATE DISCUSSION,	to DEMONSTRATE
to MIRROR THE SOCIETY,	to ILLUSTRATE, or
to MOTIVATE PEOPLE TO ACT,	to EXPLORE A SITUATION

This can be done in a HUMOROUS, or SERIOUS manner.

6. **Drama stimulates discussion.** It helps to focus people's attention and stimulate ideas. A discussion afterwards will help people relate to what they have seen. A follow-up discussion can help turn acting on stage into a positive action in the community.

### The Process

The main aim in using drama is to focus people's attention on development issues. To be effective the content must be both relevant to and understandable to the audience. The process of developing such as a drama involves several steps. These are:



- Step 1: **Identifying and Analysing Problems.** Listing and analysing priority problems to understand the issues and how they affect peoples lives. This can be done either through informal interviews, in the community or brainstorming participants own experience.
- Step 2: **Creating a Story.** Taking the identified problem and developing a story that will help people in community to understand their situation better.
- Step 3: **Create Characters.** Turning the story into a drama that has characters relevant to the community situation.
- Step 4: **Rehearsing.** Critiquing and revising the drama so that the action, dialogue, and scenes are easy for the audience to understand.
- Step 5: **Planning the Performance and Discussions.** Making appropriate arrangements with the community and identifying discussion questions that are relevant to the drama.

On the next page are some suggestions on how to make your drama interesting.



### Dramatisation

Dramatisation involves:



### characterisation

o build up a realistic character

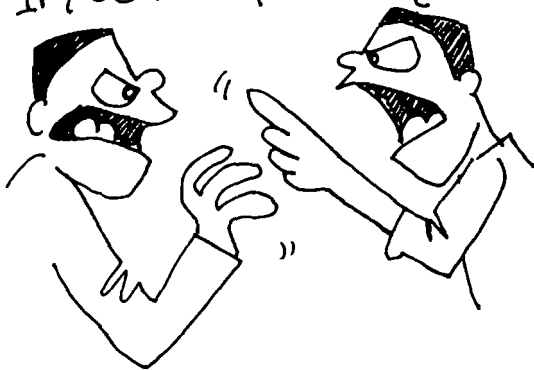
o Involve yourself in the part

- o use space
- o face the audience
- o avoid long speeches

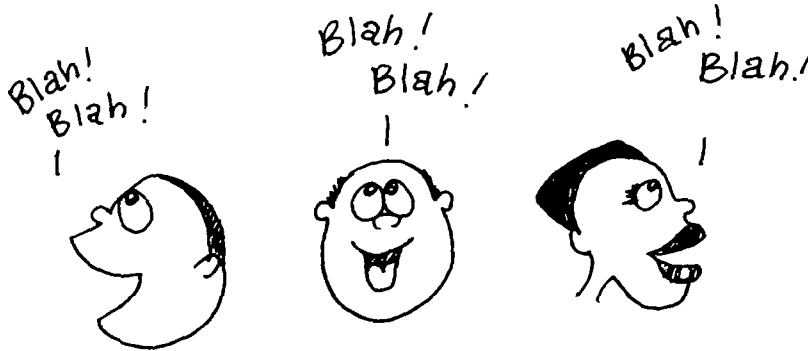


### Spatial Awareness

### Inter-Action



- o respond with feeling to the other actors - it makes both yours and their characters more realistic....

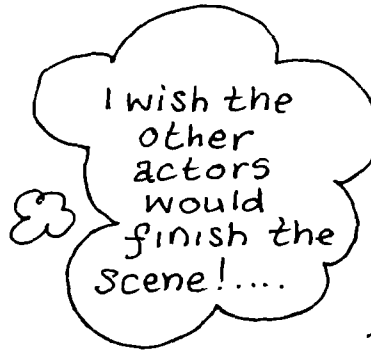
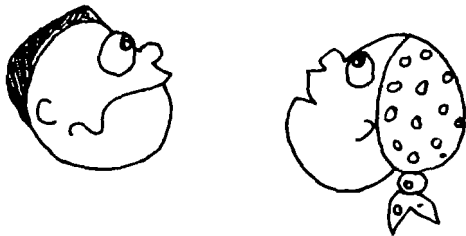


### one Speaker

- if more than one actor is speaking it is difficult for the audience to hear.



- ### Speak Clearly
- put feeling into your words
  - think about what you are saying

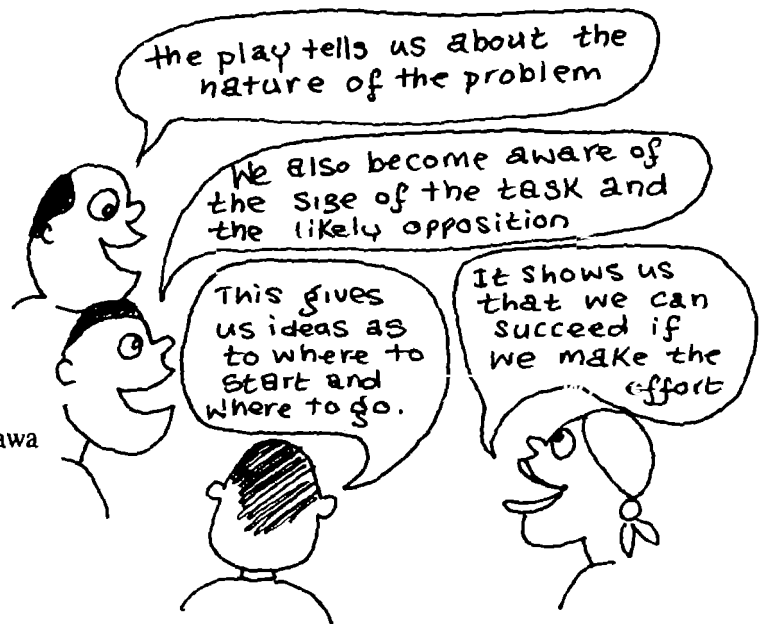


- ### freezing
- more than one scene can take place at the same time but those not acting must keep still (freeze) to avoid distracting the audience

many of these points can be demonstrated easily by Role Play...

**After the drama**

Discussion after the community performance is important. It is the bridge between the dramatisation of the problems and people's increased understanding of those issues. The importance of discussing the drama in this analytical process is illustrated by the example of a community performance in Lasanawa village in northern Nigeria. The play was about the failure of a co-operative venture in a village similar to Lasanawa. The purpose of the play was to expose the corruption of certain people within the village hierarchy.



At one point in the play a trader, who's cheating in fertiliser distribution has been disrupted by the peasant's co-op, attempts to bribe one of the older farmers in the co-op to subvert it. The trader sows seeds of mistrust in the farmer's mind about the co-op's only literate member and its secretary. 'How do you know what he's writing down?' The trader asks. "Vote him out of office and you can have of bag of fertiliser free".



The audience watching the drama got excited. 'Don't accept', they told the farmer: 'this is what always happens'. The trader raised his offer: a supply of fertiliser. 'Don't accept', the audience shouted. A higher offer; then the final offer: a Vespa scooter: 'I'd accept', said one of the farmers in the audience, adding defiantly: 'The Co-op's going to fail anyway.' The other farmers turned on him and a detailed discussion took place, with the actors coming out of role and seriously urging the farmers to remain unite.