TRAINING NEEDS ASSESSMENT OF COMMUNITY ACTION FOR DEVELOPMENT AND ENVIRONMENT CONSERVATION TRUST- ARUSHA.

BY

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SUPERVISOR'S CERTIFICATION

I...DANIEL N. MVELLA...certify that I have read this project assignment, accept it as scholarly work, and therefore recommend it to be awarded a Master of Science in Community Economic Development.

Signature...

Daniel Nicholaus Mvella

Date...28 — 11 — 2005...

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DECLARATION

I, Ritha Joseph Mgullo, do declare that this project is my own original work except where acknowledged, and it has not been submitted for a similar degree in any other university before.

Signature..

Ritha Joseph Mgullo.

Date..........28 – 11 – 2005..

DEDICATION

To my husband Joseph Mgullo for his indeterminable efforts to make my study life smooth.

To my daughter Hagulwa. Her presence in this world acted as a motivation to make me put more efforts to what I was doing.

ABSTRACT.

This is a Training Needs Assessment (TNA) project: the case of CADECT CBO. The assessment came as a request of group leaders on conducting training on skills for community training and facilitation. The assessment is an analysis of current training needs of the group. It is essentially based on primary data from t he field i.e. group members, and it is closely related to works done by scholars involved in training and adult learning such as Frank et al (1978), Silberman (1996), Gajanayake (1986) and Prahad et al (1992) who have dwelt on how the community and organizations can be empowered in terms of skills so that to reach a common goal of development.

From CADECT's project implementation reports of 2002 and 2003, it was noted that there was a problem of failure to involve more community members in the development projects implemented in the community. It is four years now since the organization started its operations. Problems of unsanitary, seasonal hunger, low incomes, and environmental degradation have been insignificantly eliminated from the village. According to group leaders, there had been no formal training to the group on how to train the community regarding different developmental issues. It was observed that projects have been implemented by few people who are mostly members of the group. This might be due to lack of transfer of knowledge and experience from the group members to the rest of the community members, lack of awareness, lack of training and lack of confidence of the group members responsible for awareness creation among the community members.

A population of twenty one (21) group members was expected but only twenty (20) were reached. This was 96% of the expected population.

Findings showed that the group needed trainings in community training and facilitation skills, HIV/AIDS, Rain water harvesting, Food storage and preservation systems, training on Income generating activities, Environmental conservation training and Cleanliness and hygiene training.

A training package on community training and facilitation skills was prepared and four leaders of the group were trained to build their capacity in training the rest of group members.

The following was recommended:
Relevant and result based trainers/facilitators course should be conducted to group members for them to be able to train the community members on different projects and other developmental issues.

The group needs a refresher course in HIV/AIDS to be in a better position to disseminate relevant messages on the disease to the community.

The group need capacity building in issues of people's participation and bottom up approaches so as they may get away with dependency mentality.

The community should identify potential resources in the area (land, animals etc) so that they may be utilized effectively to improve incomes of the community members.

The group and community at large should be trained on practices which delays project implementation.

Heavy punishment should be given to those who missuse funds donated for projects for the community of Mkonoo.

ACKNOWLEDGEMENT

Project papers of this kind are often the outcome of comprehensive thoughts, contemplation and cooperation of many people. I am greatly indebted to all who contributed their ideas, time and materials from the first stage to the compilation of this report.

I feel highly indebted to my supervisor Mr. Daniel Mvellah for his commitment, patience, diligent guidance and tireless encouragement. His scholarly advice from initial to the final stage of this work made it the way it looks today.

I owe the greatest debt to CADECT Trust. The coordinator Mrs. Mawenya for hosting me and making available most of the documents needed as regards to the organization. She also became very instrumental in organizing my community visits.

Special thanks to my husband Joseph Mgullo and my daughter Hagulwa Joseph for their generous moral and material support they accorded me throughout the period of my study.

I would also like to extend my appreciation to all Msc. CED participants, class of 2005 for their open and useful comments which added value to this project work.

I finally extend my heart felt thanks to all who are not mentioned but who were involved either through direct contribution or through pleasant association.

ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome.

CADECT - Community Action for Development Economic and Environment Conservation

CBO - Community Based Activities

HIV - Human Immunodeficiency Virus

IGA - Income Generating Activities

TNA - Training Needs Assessment

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CHAPTER ONE

1.0 CBO BACKGROUND

1.1 INTRODUCTION.

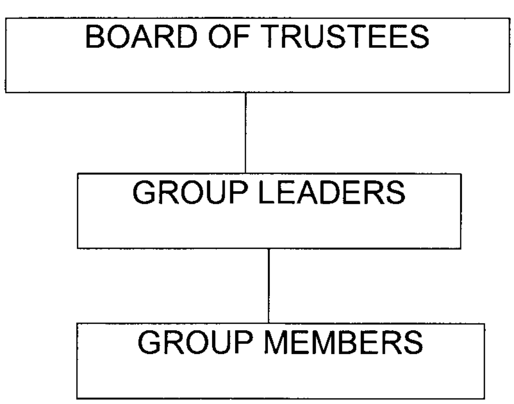
This chapter explains the background of the host organization. It explains its mission, objectives, activities and programs. It finally explains the problem statement (the assignment).

1.2 MISSION STATEMENT

CADECT – Is an abbreviation for Community Action for Development, Economic and Environment Conservation Trust. It is a non-political, non-governmental and non-profit making Trust which provides its services to the community irrespective of sex, religion, tribe or political affiliation.

THE STRUCTURE OF CADECT

CADECT's organisation structure is as shown below



1.3 OBJECTIVES

1.3.1 BROAD OBJECTIVE- To enhance economic development of youth and other interested partners through promotion of income generating activities in sustainable human and physical environment.

1.3.2 SPECIFIC OBJECTIVES

- To create awareness to the community with emphasis on youth and women in environment conservation and all necessary developmental issues.
- To promote human rights & gender awareness.
- To improve community health.
- To provide necessary skills and knowledge to youths and women groups.
- To promote & create women and youth income generating projects.
- To strive against child labour elements in Tanzanian Communities.

1.4 ACTIVITIES IMPLEMENTED BY CADECT.

The CBO is mainly concerned with community development. The organization undertakes a number of activities. Those activities fall under three main categories: income generating, environmental conservation and community health, and human rights activities. It does this through training the community and mobilization of people for different developmental activities. These activities are detailed below.

1.4.1 INCOME GENERATING ACTIVITIES (IGA)

a). Tree seedling production

Under this sub heading, CADECT has a tree nursery from which tree seedlings are sold cheaply to community members and to other customers. A copy of scanned picture showing the tree nursery during my visit to the nursery is attached to this report.

b) Construction and sale of improved wood fuel stoves.

Wood saving stoves are being constructed and are sold to community members and to different customers at low and affordable price.

c) Vegetable production.

CADECT trains community members on establishment of small home-vegetable gardens which can help to supplement the household incomes by selling what is harvested from the gardens. Vegetables can also help in improving the nutrition status of the household when added to the daily diet.

d) Food preservation and storage systems

Trainings in food preservation and food storage systems are conducted to community members which help them to preserve food for future use especially during seasonal hunger.

e) Pottery work

Pots for decoration and for other uses are being made and sold to different customers in Arusha town. They are made from clay soils and some are made from tree bogs.

f) Weaving

Different Maasai decorations are made by the group members and are sold in Arusha town. This helps them in improving their incomes.

1.4.2 ENVIRONMENTAL CONSERVATION AND HEALTH BASED ACTIVITIES

a).Rain water harvesting

Seasonally, local authorities and other agencies through CADECT support the community projects for rain water harvesting. Rain water harvesting tanks are being constructed to community members whom their houses are roofed with corrugated iron sheets. Community members contribute stones, water, gravels and sand as part of community participation.

b). Tree nursery

Trees are being sold cheaply to community members and to other customers. The aim is to improve the environment.

c). Tree planting in water sources

Trees are being planted in water sources in the community by the group so as to preserve water sources in the community.

d). Community training for awareness creation

Trainings on environmental issues and the use of toilets are being conducted to the community to create awareness to the community on the issues. Trainings are conducted during public meetings and in Thursdays when community members usually meet for developmental activities such as school construction and road maintenance.

e). Improvement of community health

Seasonally, some developmental agencies such as World Vision in partnership with CADECT (CADECT as an implementing partner) support the community on construction of VIP latrines. Awareness on the use of toilets is also being done as most of the community members do not use toilets.

1.4.3 HUMAN RIGHTS ACTIVITIES

a). Addressing and sensitization on Gender issues

Gender related messages are being disseminated to the community so as to improve gender relations to the community

b). Advocacy on child labour

The CBO works to promote and safe guard child rights as stated in the national child development policy and as provided for in the international child rights instruments. To that end, the CBO undertakes campaigns against child labour.

c). Advocacy on Female Genital mutilation

Maasai exercises female genital mutilation by virtue of their culture. The CBO disseminates information on the problem of the issue and explains the government policy and laws on the issue.

1.5 PROBLEM STATEMENT

From CADECT's project implementation reports of 2002 and 2003, it was noted that there was a problem of failure to involve more community members in the development projects implemented in the community. It is four years now since the CBO started its operations. Problems of unsanitary, seasonal hunger, low incomes, and environmental degradation have been insignificantly eliminated from the village. According to group leaders, there had been no formal training to the group on how to train the community regarding different developmental issues. It was observed that projects have been implemented by few people who are mostly members of the group. This might be due to lack of transfer of knowledge and experience from the group members to the rest of the community members, lack of awareness, lack of training and lack of confidence of the group members responsible for awareness creation among the community members.

CHAPTER TWO

2.0 LITERATURE REVIEW.

2.1. INTRODUCTION.

This chapter brings forth different ideas and theories of learning and training as prescribed in the problem statement.

2.2 THEORETICAL REVIEW.

Social Learning Theory

The social learning theory of Bandura emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." (p22). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, an environmental influences. The component processes underlying observational learning are: (1) Attention, including modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) Motivation, including external, vicarious and self reinforcement.

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks.

Scope/Application:

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (e.g., Bandura, 1997).

Example:

The most common (and pervasive) examples of social learning situations are television commercials. Commercials suggest that drinking a certain beverage or using a particular hair shampoo will make us popular and win the admiration of attractive people. Depending upon the component processes involved (such as attention or motivation), we may model the behavior shown in the commercial and buy the product being advertised.

Principles:

1. The highest level of observational learning is achieved by first organizing and rehearsing the modeled behavior symbolically and then enacting it overtly. Coding modeled behavior into words, labels or images results in better retention than simply observing.

2. Individuals are more likely to adopt a modeled behavior if it results in outcomes they value.

3. Individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and has admired status and the behaviour has functional value.

Attribution Theory

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (e.g., Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).

Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck.

Scope/Application:

Weiner's theory has been widely applied in education, law, clinical psychology, and the mental health domain. There is a strong relationship between self-concept and achievement. Weiner (1980) states: "Causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success, or feelings of competence, when receiving an 'A' from a teacher who gives only that grade, or when defeating a tennis player who always loses. On the other hand, an 'A' from a teacher who gives few high grades or a victory over a highly rated tennis player following a great deal of practice generates great positive affect" (Weiner, 1980). Students with higher ratings of self-esteem and with higher school achievement tend to attribute success to internal, stable, uncontrollable factors such as ability, while they contribute failure to either internal, unstable, controllable factors such as effort, or external, uncontrollable factors such as task difficulty. For example, students who experience repeated failures in reading are likely to see themselves as being less competent in reading. This self-perception of reading ability reflects itself in children's expectations of success on reading tasks and reasoning of success or failure of reading. Similarly, students with learning disabilities seem less likely than non-disabled peers to attribute failure to effort, an unstable, controllable factor, and more likely to attribute failure to ability, a stable, uncontrollable factor.

Example:

Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam, i.e. not their fault. Thus, failure doesn't affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to (a) doubt their ability and/or (b) assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, i.e., it doesn't increase his/her pride and confidence.

Principles:

1. Attribution is a three stage process: (1) behavior is observed, (2) behavior is determined to be deliberate, and (3) behavior is attributed to internal or external causes.

2. Achievement can be attributed to (1) effort, (2) ability, (3) level of task difficulty, or (4) luck.

3. Causal dimensions of behaviour are (1) locus of control, (2) stability, and (3) controllability.

Adult Learning model

Cross (1981) presents the Characteristics of Adults as Learners (CAL) model in the context of her analysis of lifelong learning programs. The model attempts to integrate other theoretical frameworks for adult learning such as andragogy (Knowles), experiential learning (Rogers), and lifespan psychology.

The CAL model consists of two classes of variables: personal characteristics and situational characteristics. Personal characteristics include: aging, life phases, and developmental stages. These three dimensions have different characteristics as far as lifelong learning is concerned. Aging results in the deterioration of certain sensory-motor abilities (e.g., eyesight, hearing, reaction time) while intelligence abilities (e.g., decision-making skills, reasoning, and vocabulary) tend to improve. Life phases and developmental stages (e.g., marriage, job changes, and retirement) involve a series of plateaus and transitions which may or may not be directly related to age.

Situational characteristics consist of part-time versus full-time learning, and voluntary versus compulsory learning. The administration of learning (i.e., schedules, locations, procedures) is strongly affected by the first variable; the second pertains to the self-directed, problem-centered nature of most adult learning.

Scope/Application:

The CAL model is intended to provide guidelines for adult education programs.

Example:

Consider three adults: a nursing student, a new parent, and a middle-aged social worker about to take a course on child development. Each of these individuals differs in age (20, 30, 40) and life/developmental phases (adolescent/searching, young/striving, mature/stable). They also differ in terms of situational characteristics: for the nursing student, the course is full-time and compulsory, for the parent, it is part-time and optional; for the social worker it is part-time but required. According to the CA L model, a different learning program might be necessary for these three individuals to accommodate the differences in personal and situational characteristics.

Principles:

1. Adult learning programs should capitalize on the experience of participants.

2. Adult learning programs should adapt to the aging limitations of the participants.

3. Adults should be challenged to move to increasingly advanced stages of personal development.

4. Adults should have as much choice as possible in the availability and organization of learning programs.

Cognitive Learning Theory

Tolman's Cognitive learning theory (1938) believes in the process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas. The emphasis is put on processes that occur within the learner, such as beliefs and expectations. According to Tolman, an organism explores and discovers that certain events or situations lead to certain other events.

Scope/Application.

Cognitive learning theory has been widely used in the theoretical foundation for active teaching techniques in learning institutions, workshops and seminars.

Principles

1. Learners are active and they form meaningful ideas.

2. Learning is changes in mental structures that provide the capacity to Demonstrate behaviors that lead to organization of ideas.

3. The goal of learning experiences forms meaningful ideas.

4. The role of the teacher is to organize information, guide the learner, developing and understanding.

Example.

A very good example of the cognitive approach is learning by insight. Insight is a sudden change in ones perception of a problem which results in the solution of the problem.

2.3 EMPIRICAL REVIEW

PRINCIPLES OF ADULT LEARNING

2.3.1 Adult as Learners

Lieb (1991) explains that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.

He says that, learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present materials that stimulate as many senses as possible in order to increase their chances of teaching success.

He came up with four critical elements of learning that must be addressed to ensure that participants learn. These elements are

1. **Motivation**
2. **Reinforcement**
3. **Retention**
4. **Transference**

Motivation. If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

Finally, the participant must be **interested** in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate them to learn the subject.

Reinforcement. Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.
- *Negative reinforcement* is normally used by instructors teaching a new skill or new information. It is useful in trying to change modes of behavior. The result of negative reinforcement is *extinction* -- that is, the instructor uses negative reinforcement until the "bad" behavior disappears, or it becomes extinct.

When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

Retention. Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

Transference. Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participants uses the behavior taught in the course.

- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- *Association* -- participants can associate the new information with something that they already know.
- *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning* -- participant's degree of original learning was high.
- *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

2.3.2 THE ADULT LEARNER (By Malcolm Knowles ,1980)

Educator Malcolm Knowles used Piaget's and Erickson's work to study the adult learner. Knowles believes that the adult learner brings life experiences to learning, incorporating and complementing the cognitive abilities of Piaget's adolescent. As the individual matures:

1. His/her self-concept moves from dependency to self-direction
2. He/she accumulates a growing reservoir of experiences that becomes a resource for learning
3. His/her learning readiness becomes increasingly oriented to the tasks of various social roles
4. His/her time perspective changes from one of postponed knowledge application to immediate application
5. His/her orientation to learning shifts from subject-centered to problem-centered

If you examine personal and cognitive development and compare teaching approaches, you see that children tend to be dependent learners, whereas adults need to be independent and exercise control.

2.3.3 THINGS ABOUT ADULT LEARNING (Ron and Susan Zemke)

Ron and Susan (1984) provide us with a body of fairly reliable knowledge about adult learning. This knowledge might be divided into three basic divisions: things we know about adult learners and their motivation, things we know about designing curriculum for adults, and things we know about working with adults in the classroom.

Motivation to Learn

1. Adults seek out learning experiences in order to cope with specific life-changing events--e.g., marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one, moving to a new city.
2. The more life change events an adult encounters, the more likely he or she is to seek out learning opportunities. Just as stress increases as life-change events accumulate, the motivation to cope with change through engagement in a learning experience increases.
3. The learning experiences adults seek out on their own are directly related - at least in their perception - to the life-change events that triggered the seeking.
4. Adults are generally willing to engage in learning experiences before, after, or even during the actual life change event. Once convinced

that the change is a certainty, adults will engage in any learning that promises to help them cope with the transition.

5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences.

Curriculum Design

1. Adult learners tend to be less interested in, and enthralled by, survey courses. They tend to prefer single concept, single-theory courses that focus heavily on the application of the concept to relevant problems. This tendency increases with age.
2. Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information.
3. Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly.
4. Information that has little "conceptual overlap" with what is already

known is acquired slowly.

5. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.
6. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures.
7. Adults tend to take errors personally and are more likely to let them affect self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks.
8. The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with the learner. Some instruction must be designed to effect a change in belief and value systems.
9. Programs need to be designed to accept viewpoints from people in different life stages and with different value "sets."
10. A concept needs to be "anchored" or explained from more than one value set and appeal to more than one developmental life stage.
11. Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional, they select more than one medium for learning, and they desire to control pace and start/stop time.

12. Nonhuman media such as books, programmed instruction and television have become popular with adults in recent years.
13. Regardless of media, straightforward how-to is the preferred content orientation. Adults cite a need for application and how-to information as the primary motivation for beginning a learning project.
14. Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers and the like. But even for the self-professed, self-directed learner, lectures and short seminars get positive ratings, especially when these events give the learner face-to-face, one-to-one access to an expert.

In the Classroom

1. The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
2. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts. Bad experiences in traditional education, feelings on authority and the preoccupation with

events outside the classroom affect in-class experience.

3. Adults have expectations, and it is critical to take time early on to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own expectations, not for those of students.
4. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well -and much - from dialogue with respected peers.
5. Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check--or compensate for it--by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.
6. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance.
7. The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it

up. When they shelve egos and stifle the tendency to be threatened by challenge to plans and methods, they gain the kind of facilitative control needed to affect adult learning.

8. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less advocate than orchestrate.
9. Integration of new knowledge and skill requires transition time and focused effort on application.

2.4 POLICY REVIEW

2.4.1 The National Policy on Non Governmental Organizations (2001).

The policy was put in place by the government after recognizing the important role played by these organizations in the provision of social and economic services. That NGOs are partners in development and an enabling environment was necessary for them to operate and thrive.

The policy explains the current status of NGOs in Tanzania that by the year2001, there were about 3000 local and international NGOs in the country. Some of these deal with gender, human rights, environment, advocacy and participatory development. That all of them have been assisting in strengthening the civil society through informing and educating the public on various issues, for example, their legal rights.

Among the objectives of the policy is to enhance mechanisms for collaborative relations between NGOs, the government, funding agencies and other stake holders, to facilitate mechanism for government support to NGOs, to promote transparency, accountability and awareness among NGOs themselves, the government and other stake holders and to facilitate exchange of information on NGOs activities in order to maximize utilization of resource and also share experiences or research findings.

The policy provides a guide on NGO accountability and transparency that each NGO shall maintain its own code of conduct for the purpose of accountability and transparency.

Concerning government partnership in delivery of service, the policy states that the government shall work in partnership with NGOs in the delivery of public services and programs. That is the government shall be free to subcontract NGOs to undertake programs, where NGOs have comparative advantages and have expressed interest.

2.4.2 The Non Governmental Organizations Act. (2002).

This is an act to provide for registration of Non-Governmental Organizations with a view to co-ordinate and regulate activities of Non-Governmental Organizations and to provide for related matters.

The act empowers the Director for Non- Governmental Organization with powers to register NGOs and link between the government and Non Governmental Organizations.

LEVELS OF REGISTRATION

The Registrar for the purpose of facilitating registration at the regional and district levels has a mandate to appoint for each region or each district, a public officer from amongst public officers within the region or district.

(1)Where a Non Governmental Organization is intended to operate within a certain district the application for its registration shall only be submitted to the public officer for that district.

(2) Where a Non Governmental Organizations is intended to operate in the whole region the application for its registration shall be submitted to the public office appointed for the region.

(3) A Non Governmental Organization whose scope of operation covers more than one region and an International Non Governmental Organization shall be registered at the national level by the Registrar.

(4)Where the public officer has registered a Non Governmental Organization, he shall make a report to that effect and submit it to the Registrar.

(5)The Minister shall by regulations prescribe the procedure to be applied by public officers in the registration of Non Governmental Organizations.

OFFENCES AND PENALTIES

(1) The act states that any person who-

(a) Forges or, utters any document for the purpose of procuring registration;

(b) Makes false statements in respect of an application for registration;

(c) Conducts funds raising activities contrary to this Act;

(d) Operates a Non Governmental Organization without obtaining registration under this Act; or

(e)Violates the code of conduct, or contravene any regulation or rules made under this Act, commits an offence and shall on conviction be liable to a fine not exceeding five hundred thousands shillings or to imprisonment for a term not exceeding one year or to both such fine and imprisonment.

The act also says that, a person convicted of an offence under this section shall be disqualified from holding office in any Non Governmental Organization operating in Mainland Tanzania for a period not exceeding five years.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION.

In this chapter, methods and techniques of data collection are presented. These include research design, sample size, research approach and strategy, tools of data collection both primary and secondary data. It finally presents how data were analysed.

3.2 RESEARCH DESIGN.

During the training needs assessment, information were collected though Questionnaires given to CADECT group members.

In the research design, a focus on training needs assessment document which stipulates questions that training seeks to answer; resources needed, sources of information, data collection methods and tools to be used for information collection was prepared.

The researcher visited the group during data collection.

3.3 Research Approaches and Strategy:

3.3.1 Approaches:

During data collection, both Qualitative and Quantitative methods of data collection were used to obtain primary data from different sources.

3.3.2 Strategy:

The training needs assessment questionnaires were distributed to group members who gathered outside of the house of one of group members. Focus group discussion was done under a big tree where the group normally meet where 19 group members participated in the discussion. Also the researcher managed to make individual contacts with village leaders and District's community development staff. Direct observation on community development projects was done on site and photographs depicting various activities were taken.

3.4 Sampling Techniques:

100% sampling method was used as the number of group members was small (21 group members).

For Focus group discussion, members were invited to attend, information regarding the date and place for meetings were sent in advance so the necessary preparation could be done. Discussions with individual key informant with the village and districts staff officials were done in their respective office.

3.5 Data Collection:

3.5.1 Primary data:

A variety of tactics and tools were used to collect primary data.

These include:

- Questionnaires for group training needs assessment were used. These questionnaires contained questions that covered education, developmental issues and economic profiles.

- Direct walk. The purpose of these walk was primarily to build up a mental picture of community socio-economic status and specific information was gathered on; signs of project implementation, quality of construction projects such as rain water harvesting tanks and VIP latrines, business activities, farming activities etc. A notebook was used to record the observations. This direct observation was very useful for crosschecking information given in meetings.

- The checklist to ensure that a minimum standard of information was gathered from community guided focus group discussion.

3.5.2 Secondary data:
A number of documents were consulted at the CBO office. These documents include; project proposals, progressive reports, Action Plan and relevant documents about the CBO.

3.6 Data Analysis:
Microsoft excel computer program was used to analyze primary data. The outputs were summarized in tables and charts; and they are discussed in Chapter four of the report. Secondary data were analyzed by descriptive analyses.

CHAPTER FOUR

4.0 FINDINGS AND RECOMMENDATIONS.

4.1 Introduction.

This chapter presents the findings and recommendations obtained from the analysed data. From the above analysis needs are presented according to their priorities below.

4.2 FINDINGS

4.2.1 ACTIVITIES DONE BY GROUP MEMBERS.

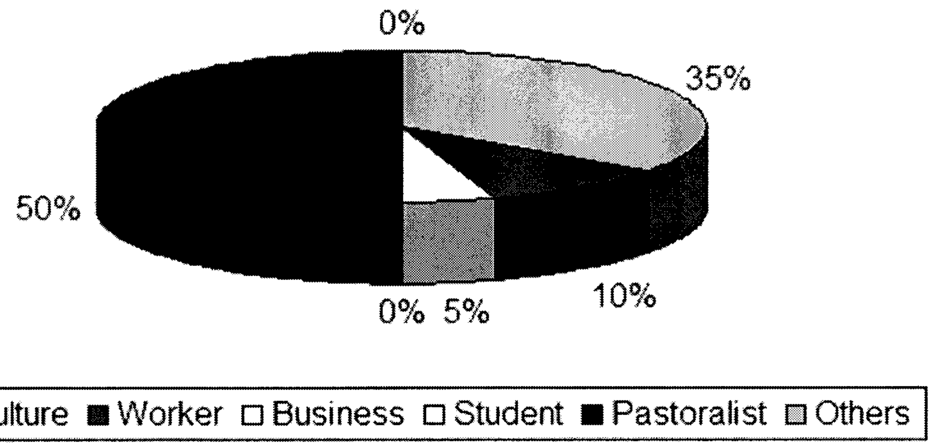
Group members were found to engage themselves in activities such as agriculture, animal keeping, workers, (such as guards), small business, and others such as milk selling and house keeping. Table 1 and figure 1 summarizes some activities carried out by group members.

TABLE 1 ACTIVITY DONE BY GROUP MEMBERS.

LABEL	ACTIVITY	FREQUENCY	PERCENTAGE	POSITION
A	Agriculture	7	35%	2
W	Worker	2	10%	3
B	Business	1	5%	4
S	Student	0	0	
P	Pastoralist	10	50%	1
O	Others	0	0	
TOTAL		20	100%	

Source: Field Data

FIGURE 1: ACTIVITIES DONE BY GROUP MEMBERS



Looking at the pie chart above, pastoralisim occupies the highest proportion with 50% of respondents. This could be explained by the fact that the majority of the residents in Mkonoo village are Maasai who are pastoralist by tradition. Cattle are kept in large numbers in outdoor method. Other animals which are kept are dogs (for security purpose) and horse (for transport of goods and water fetching).

It can be noted from table 1 that agriculture follows to pastoralisim by occupying 35% .This is due to drought caused by overgrazing in the region, most Maasai are looking for other alternatives so that they may earn a living. Among those alternatives are agriculture which provides them with food and the little they sell providing them with little income.

Informal works follows agriculture. Since the village is within the Arusha municipality, some Maasai men are employed as guards in residential areas and in different offices.

Small business takes the least percentage. The activity fall in the fourth position and makes 5% of total respondents. This low level of participation in the activity may be atttribu8ted to lack of enough capital and lack of skills to supervise the project.

4.2.2 LEVEL OF EDUCATION

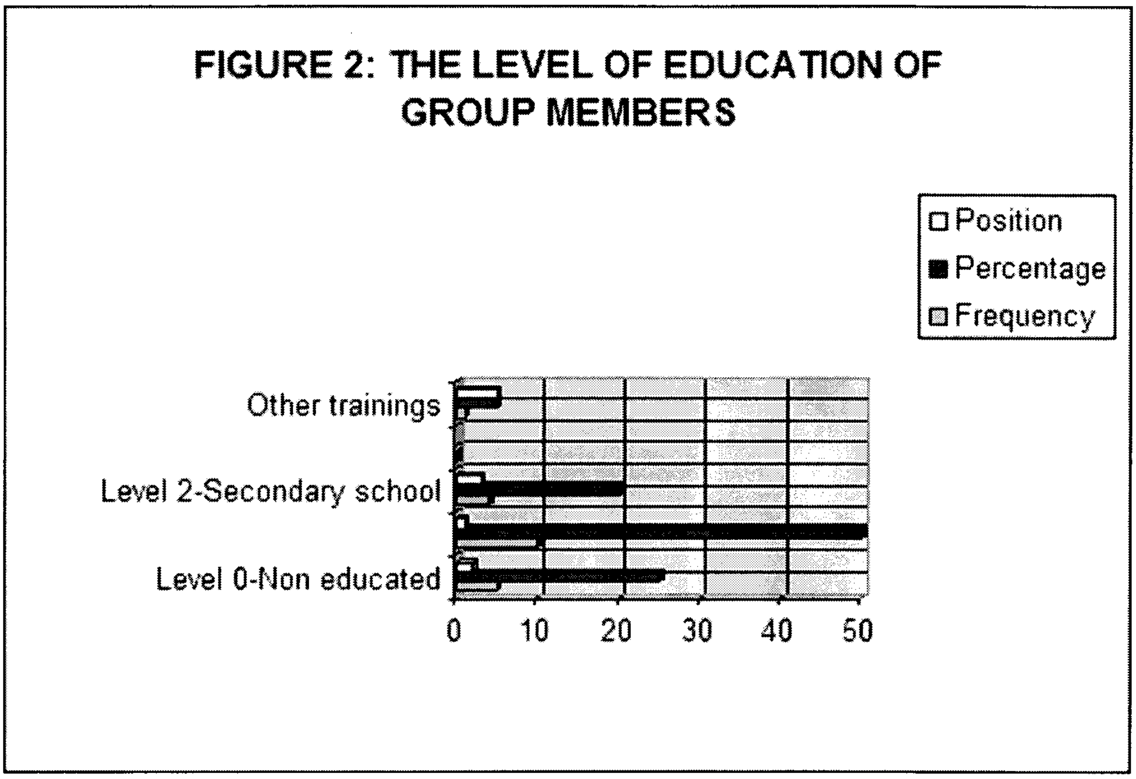
Group members were found to be with different levels of education. Some did not go to school due to the fact that most pastoral societies were late to go to school due to the nature of their life of moving here and there in search for pastures. However, the data from field shows some improvement and this tells that awareness on education is being done in the community by different stakeholders. Table 2 and figure 2 below summarises their level of education.

TABLE 2 SHOWING LEVELS OF EDUCATION OF GROUP MEMBERS.

S/N	Level of education.	Frequency	Percentage	Position
1	Level 0-Non educated	5	25	2
2	Level1-STD Seven	10	50	1
3	Level 2-Secondary school	4	20	3
4	Level 3-College and University	0		
5	Other trainings	1	5	5
	TOTAL	20	100	

Source:Field data.

The above data is presented in a bar chart below.



4.3 DISCUSSION OF MAJOR FINDINGS

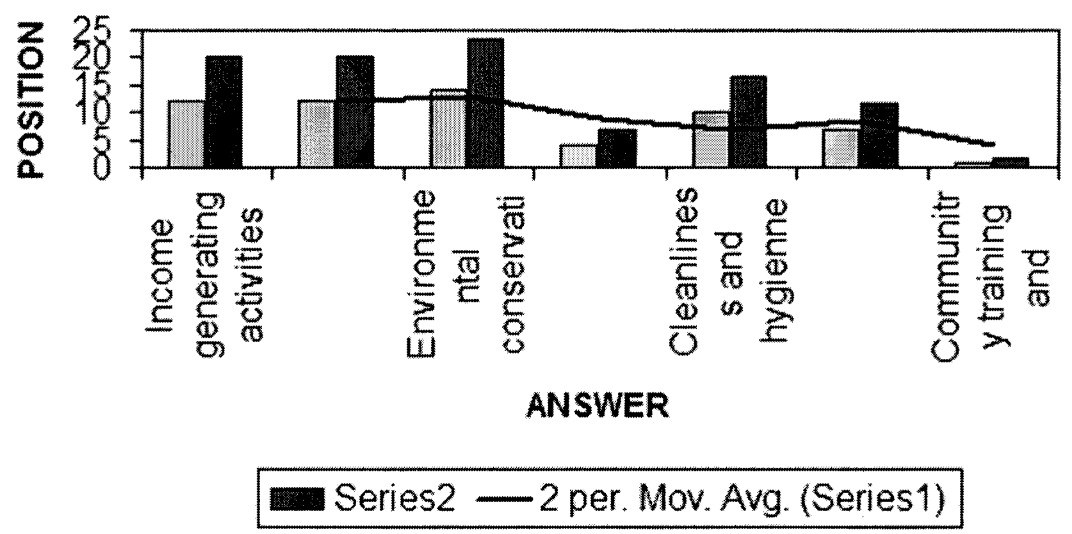
The respondents were asked to identify areas which they had informal training concerning personal or community development. (Multiple answers were provided for respondents to put a tick/ mark if appropriate.) The answers are summarised in the following table 3. And in a column chart

TABLE 3: AREAS IN WHICH THE GROUP MEMBERS HAD INFORMAL TRAINING

LABELS	ANSWER	FREQUENCY	PERCENTAGE	POSITION
A	Income generating activities	12	20%	2
B	HIV/AIDS	12	20%	2
C	Environmental conservation	14	23.3%	1
D	Food preservation and storage systems	4	6.7%	5
E	Cleanliness and hygiene	10	16.6%	3
F	Rain water harvesting	7	11.7%	4
G	Community training and facilitation skills	1	1.7%	6
TOTAL		**60**	**100%**	

Source: Field data.

FIGURE 3: AREAS IN WHICH GROUP MEMBERS HAD INFORMAL TRAINING.



From table 3 above, the group have been informally trained and supported in environmental conservation.

HIV/AIDS and income generating activities (IGA) take the second position after pastoralisim. The education on IGA is being provided to the community since drought has been threatening the pastoralists in the region. Drought is being caused by weather changes and overgrazing. Concerning HIV/AIDS, awareness on the pandemic might be done by different stake holders as every community project has to address the issue to the community.

Cleanliness and hygiene takes the third position. This might be because the group conducts campaigns on different health issues in the community For example, The "use of toilets" campaign is being done by the group and community members through partnership have been supported with building materials for toilets.

Rain water harvesting takes the fourth position by occupying 11%. These might be few people who were supported in construction of rain water harvesting tanks being done by the CBO in partnership with other developmental agencies.

Food preservation follows with 6%.These few respondents might have been informally trained by food aid agencies especially during seasonal hunger when communities are supported with food.

Community training and facilitation takes the last position with 1.6%. This might be due to lack of formal training to the group on how the community can be trained and facilitated concerning different development projects.

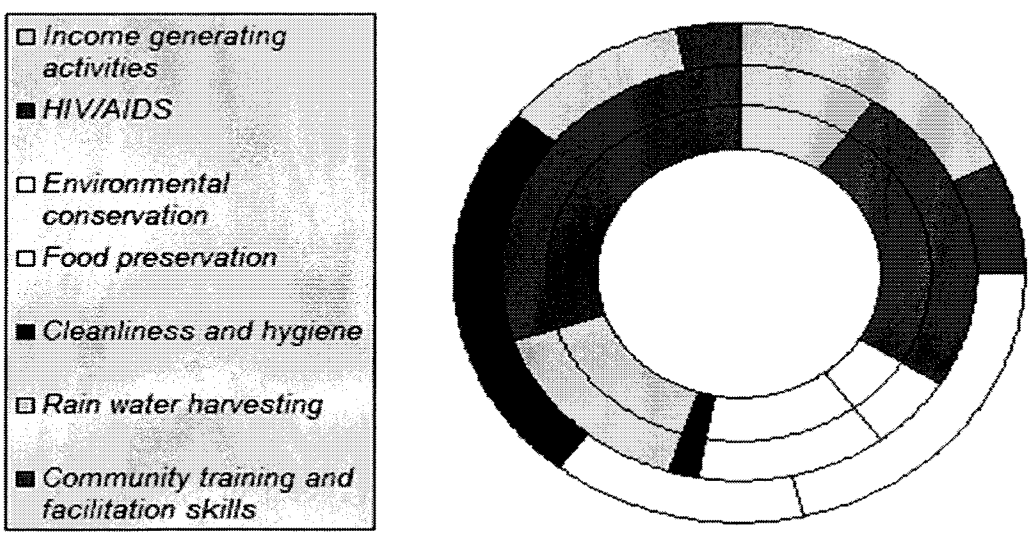
To know the training needs of group members, 3 questions were asked in relation to the objective of the assessment.
As community educators/trainers/facilitators, respondents were required to show areas in which they would like to be trained to improve their skills of training. (Multiple answers were provided. Answers are summarised below).

TABLE 4: AREAS IN WHICH THE GROUP WOULD LIKE TO BE TRAINED

S/N	ANSWER	FREQUENCY	PERCENTAGE	POSITION
a	Income generating activities	5	9.4	5
b	HIV/AIDS	13	24.5	2
c	Environmental conservation	3	5.7	6
d	Food preservation	7	13.2	4
e	Cleanliness and hygiene	1	1.9	7
f	Rain water harvesting	8	15.1	3
g	Community training and facilitation skills	16	30.2	1
	TOTAL	**53**	**100.0**	

The data above is presented in the following dough nut.

FIGURE 4: AREAS IN WHICH THE GROUP WOULD LIKE TO BE TRAINED



From the doughnut above, community training and facilitation skills takes the first position with 30.2% of total responses .This might be due to lack of training of the group on community training and facilitation.

HIV/AIDS training takes the second position of priority. This might be due to seriousness of the pandemic in the community and in the country at large.

From the doughnut above, it shows that the group members have been receiving informal trainings and support for cleanliness and hygiene with 9.4% of total responses, environmental conservation with 5.7% of total responses, food preservation with 13.2% of total responses, and rain water harvesting with 15.5%.

The respondents were asked to explain the ways which may help their community/village to develop (the question was open ended).

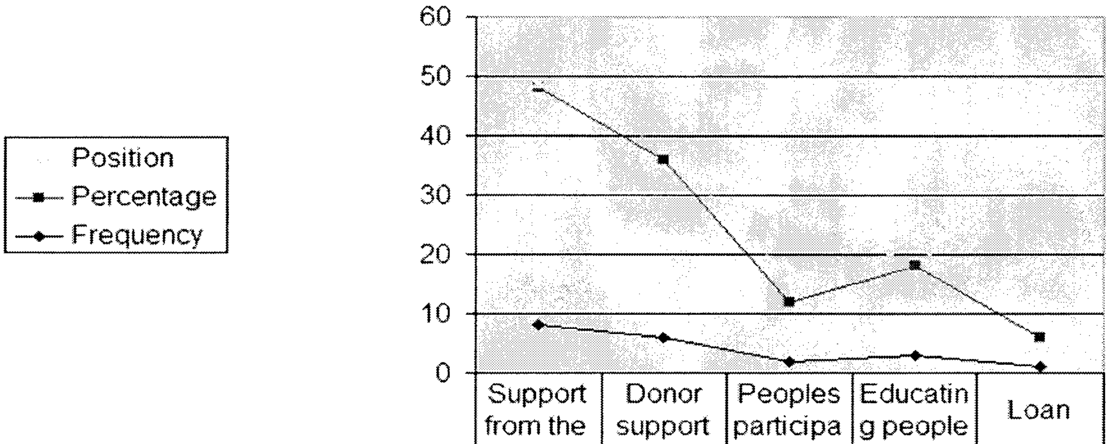
The answers are summarised in table 5 and the line chart below.

TABLE 5 SHOWING WAYS THAT MAY HELP TO DEVELOP THE COMMUNITY.

S/N	Answers	Frequency	Percentage	Position
1	Support from the government	8	40	1
2	Donor support	6	30	2
3	Peoples participation and community efforts	2	10	4
4	Educating people	3	15	3
5	Loan	1	5	5
	TOTAL	20	100	

Source: Field data

FIGURE 5: WAYS THAT MAY HELP IN DEVELOPING THE COMMUNITY



	Support from the	Donor support	Peoples participa	Educatin g people	Loan
Position	1	2	4	3	5
Percentage	40	30	10	15	5
Frequency	8	6	2	3	1

From table 5 above, support from the government was preferred by the respondents than the rest of answers by occupying 40% of total responses. This might be due to Ujamaa legacy in which all services were provided freely by the government.

The second position which suggests donor support occupies 30% of total responses. The reason might be due to the culture created by NGOs to the community by providing services freely to the community.

Educating people takes the third position .This might be due to what is happening to the community, that awareness on education is being done and people are starting to recognise the importance of education in the development process.

Respondents who suggested people's participation made 10% of total responses. This implies that the group and community at large need awareness creation on issues of people's participation in their development. This can be done if good facilitators are available in the community.

One respondent suggested loans to different groups in the community. These groups of people were mentioned as business men, peasants and workers.

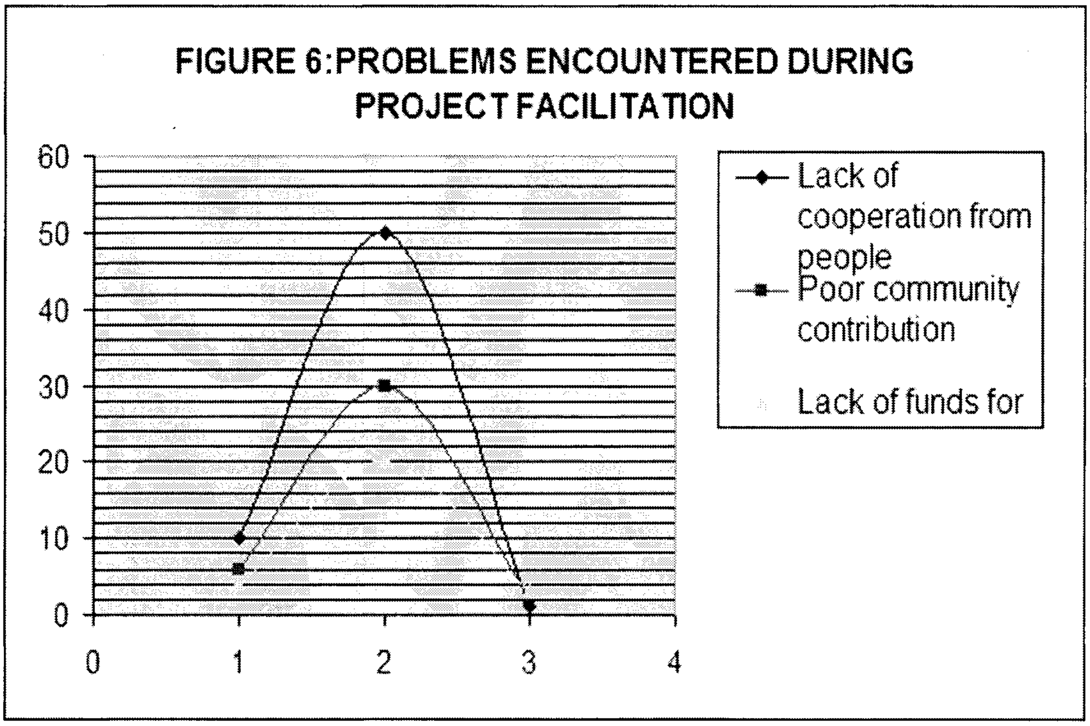
To know the training needs of the group, the respondents were asked to list the problems encountered during facilitation on projects in the community

The question was open ended. Answers which came up from the question are summarised in table 6 below.

TABLE 6: PROBLEMS ENCOUNTERED DURING FACILITATION ON PROJECTS

S/N	Answers	Frequency	Percentage	Position
1	Lack of cooperation from people	10	50	1
2	Poor community contribution	6	30	2
3	Lack of funds for facilitation from the CBO	4	20	3
	TOTAL	**20**	**100**	

Source: Field data.



From table 6, the group faces problems in facilitation .Lack of cooperation occupy 50% of total responses. This might be because of lack of awareness creation before project implementation.

Poor contributions occupy 30%. This might be because of poor incomes of most households in the community. On other hand, it might be because of mismanagement of resources as you can find a house hold owning 50 cattle but still they complain of poverty.

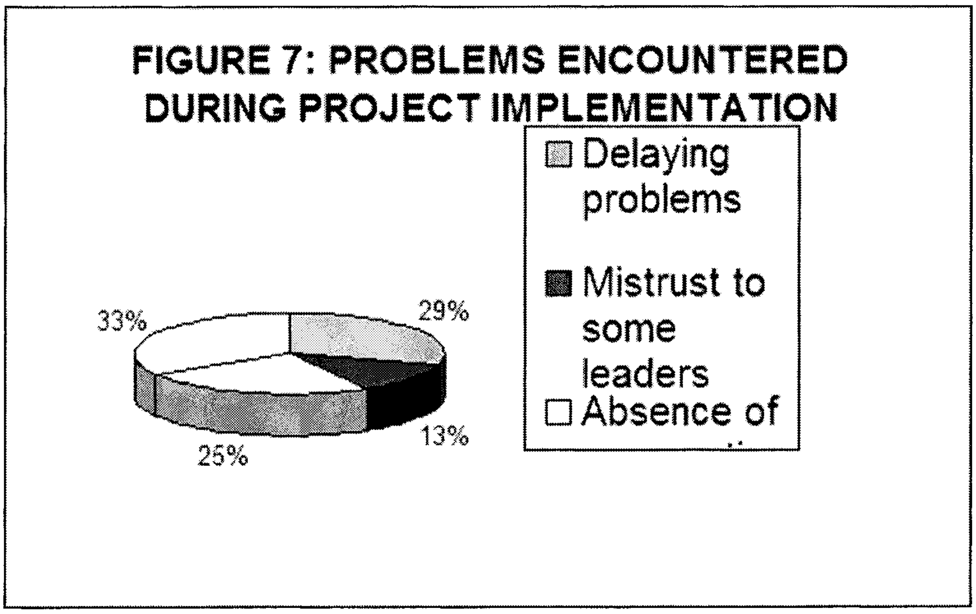
Few respondents saw the problem of funds when the facilitators are invited from other stake holders. These facilitators some times ask for allowances, transport, food and drinks. This might be because of the tendency among the leaders that whenever they sit for a meeting or a seminar they are provided with sitting allowances.

Finally, the respondents were asked to list problems encountered during implementation of projects in the community. Answers are summarised below.

TABLE 7: PROBLEMS ENCOUNTERED DURING PROJECT IMPLEMENTATION.

S/N	Answers	Frequency	Percentage	Position
1	Delaying problems	7	29.17	2
2	Mistrust to some leaders	3	12.50	4
3	Absence of cooperation	6	25.00	3
4	Poor community contribution	8	33.33	1
	TOTAL	**24**	**100**	

The data above is presented in a pie chart 2 below



Looking at table 7, lack of funds accounts for 33.3% of the total responses. This might be because of poor incomes in most of the households in the community.

Respondents pointed out delaying problems during project implementation; with 29.1% of total responses. This might be because of poor contributions from the community which delays the exercise of project implementation and poor participation of the community members.

Lack of cooperation from the community members accounted for 25% of the total responses. This might be because of poor awareness created before project implementation. On other hand, it might be because of culture of the community that during dry seasons, Maasai move to other places in search for pastures for their animals.

Few respondents pointed out that some leaders were corrupt in terms of how to use funds for projects. This might be because of lack of commitment among the community members. On other hand, it might be because of lack of proper education on how to explain how funds are spent on different projects; for example simple accounting and bookkeeping.

4.4 RECOMMENDATIONS.

4.4.1 Relevant and result based trainers/facilitators course should be conducted to the group to gain confidence and get informed on different developmental issues.

4.4.2 The group need a refresher course on HIV/AIDS to be in a better position to disseminate relevant messages on the disease to the community.

4.4.3 The group and community at large need capacity building in issues of peoples' participation and bottom-up approaches so that they may get away with dependency mentality.

4.4.4 The community should identify potential resources in the area (land, animals, etc) so that they may be utilized effectively to improve incomes of the community members.

4.4.5 The group and community at large are informed on practices which delays project implementation.

4.4.6 Heavy punishment should be given to those who misuse funds donated for different projects for the community.

4.4.7 It is recommended to the group to establish a stable investment which may generate income to improve the individual income.

4.4.8 It is recommended that the group members may look for ways on how to improve their education for example by attending short courses, evening classes, seminars etc.

CHAPTER FIVE

5.0 IMPLEMENTATION OF THE ASSIGNMENT.

5.1 INTRODUCTION.

This fifth chapter presents the implementation part of this project. The "Train the Trainers manual" and the evaluation procedure of the training are the major component of this chapter. To build the CBO capacity, the manual was used to train four group leaders. They were trained so that they could be able to train the group.

5.2 TRAIN THE TRAINERS MANUAL

(Adopted and modified from Srinivasan, 1989).

Introduction

This manual provides an overview of instructional theory and techniques to be used when presenting curriculum. The emphasis is on adult learning theories with ways to best provide training to meet the educational needs of adult learners.

It focuses on the ways people learn, what makes the process more enjoyable, effective, and efficient; and helpful hints to provide a successful training experience. As trainers, this information is key to maximizing information and skills transfer from the training setting to actual practice. The way information is transferred is as important as what information is transferred. The challenge for the trainers is to maximize information transfer while utilizing the best instructional methods to maximize retention.

The objective of the manual:

By using these materials, trainers will be able to:

- Identify positive and negative learning situation
- Describe the difference between adult to child and adult to adult teaching style
- Understand the various ways individuals learn
- Explain the difference between positive and negative learning
- Identify the factors that influence learning
- Explain ways to improve training through training skills
- Identify how your personal style can impact the training experience

ADULT LEARNING PRINCIPLES

(Adapted from Malcolm Knowles, The Modern Practice of Adult Education, Cambridge, 1980 (p.57-58))

It is important to identify key adult learning principles.

- Adults are self directed
- Adults need to know why they need to learn
- Adults appreciate being involved in setting their own learning objectives
- Adults prefer to learn in an environment that is characterized by mutual trust and respect, and freedom of expression
- Adults learn from their own experiences and the experiences of others
- Adults prefer to acquire knowledge that can be immediately applied

- Adults learn better when they are actively involved in the learning process
- Adults like to be involved in evaluating their progress towards achievement of their goals

To integrate these principles into your teaching experience, it is important to engage the learners from the beginning. To do this, start with an exercise that helps the learners begin to think about the content and information that they are about to learn and the importance in learning it. For this experience, we will focus on having the learners build on their own learning experience.

Exercise: Positive and Negative Learning experiences.

Ask participants to take a piece of paper and fold it in half. Ask participants to think about their best or most exemplary learning experience. Who was teaching/facilitating/training? What made the experience so positive? After they have had time to think about this, have them write this down on one half of the papers. Next, ask participants to think about their worst or most contrary learning experience. Who was teaching/facilitating/training?

What made the experience so negative? After they have had time to think about this, have them write this down on the other half of the papers.

After participants have had the opportunity to write their responses, ask for volunteers to share their best experience. Have a co-trainers help by listing or summarizing these characteristics on a flip chart or black board. After a few participants have shared their experiences, ask participants if there are any other positive and negative learning characteristics that have not been listed. Summarise the exercise and seek consensus on what makes a positive and negative learning experience.

Teaching style

1. Building on experience style. In this style, we try to teach things to others. It is normally called adult –child teaching style.

- In this style, the teacher decides what the learner should learn.
- Education is a one way street
- Negates the values of the learner's own experience
- Learner is an empty vessel, teacher is a full vessel

This style creates the image as the teacher being the sage on the stage and is a passive learning style.

2. Participatory Style

In this style:

- The learner negotiates with the teacher what is to be learned.
- Each learner has existing educational background and experiences that influences learning.
- Information is shared between the teacher and the learner.

Have participants identify the types of problems they might encounter by providing a training in one style while the participants are accustomed to another style (i.e. for those who have only experienced passive learning, would the increased responsibility of active learning be stressful?)

Can you identify the ideal training experiences?

Ideally training should:

- Involve the learners in the learning process
- Involve the learner in identifying learning goals and objective
- Relate the subject matter so that it is relevant for the learner
- Structure activities so that learners identify solutions to problems identified
- Engage learners in high levels of thinking such as analysing, critiquing, assessing.
- Utilize a variety of teaching modalities, such as small group process, lecture, experiential
- Be flexible and meet the learner's needs
- Provide information that will overlap familiar or known information
- Re-enforce information throughout the session

Types of Learning

a) Cognitive: This type, learning enables the learner to define and lift the knowledge, to predict things, to apply the knowledge, to analyse the outcome and finally he/she can also evaluate what he/she applied or he/she can justify or criticize it.

b) Affective: In this type of learning, the learner chooses what knowledge to be received, he/she can respond/react/conform; he/she can organise/synthesize and finally he/she can characterize by value/influence/question

c) Psychomotor: The learner in this type category goes through six stages; he/she can detect/have a certain perception, then he/she can set readiness, he/she can produce guided responses(he/she can manipulate/perform/provide sketches), he can set a mechanism to achieve his/her goal, he /she can adapt and finally he/she can design

Moving from Passive to Active learning

- Passive learning is when participants do not have to take an active role in the learning process. Participants are fed the information through reading, watching or listening to a lecture or interaction between the trainer and another student.
- Active learning is accomplished when the information provided is analysed, discussed, debated, processed, linked to relevant activities or incorporated into current decision making processes. Participants may be challenged with a problem or activity that involves debate or resolution.

Small groups may be convened to negotiate a solution or identify how the issue being discussed is relevant to their current situation. Involving the learner actively in the learning process is important because adult learners process information better if they can:-

- Do something with the information
- Discuss it with others
- Ask questions about it
- Compare and contrast it to other things in the experience
- Reflect on it
- Try and evaluate the results

LEARNING STYLES

1. Visual learners: These learners are fast talking, impatient / they often interrupt, they use visual phrases and they learn by seeing and imaging

Teaching strategy for visual learners:

Use of demonstration, visually pleasing materials, and painted mental pictures help much these learners

2. Auditory Learners: They speak slowly and natural listeners, think in a linear manner, and they learn by listening and verbalizing.

Teaching strategy:

Sound good, plan and deliver organized conversation

3. Kinaesthetic Learners: Slowest talkers of all, slow to make decisions, they use "tactile" phrases, they learn by doing and manipulation

Teaching Strategy:

Put hands on demonstration and "Walk them through" everything.

Well designed training programs involve both active and passive methods. There need to be some information transfer. On the other hand, information that is only shared in a passive learning format is likely to become boring or irrelevant to the participant. The key to learning to adults is to provide new information that is relevant and usable within a short time. A good frame work to keep in mind is the Active Training Credo (Adopted from Mel Silberman (1996), Active Learning)

What I hear, I forget

What I hear and see, I remember a little

What I hear, see, and ask questions about or discuss with someone else, I begin to understand.

What I hear, see, discuss, and do, I acquire knowledge and skill

What I teach to others, I master

As trainer, your goal is not only to present information participants need, but also to facilitate experiences that will assist them in gaining the knowledge and skills that they need to know and practice.

METHODS TO GET LEARNERS INTO PARTICIPATION

Mel Silberman identifies ten of them

1. Open Discussion: Ask Questions and open it up to the entire group without any further structuring. If you are worried that the discussion might be too lengthy, ask four or five students to share

2. Response cards: Pass out index cards and ask anonymous answers to your question. Have the index cards passed around the group. Use response cards to save time or provide anonymity for personally threatening disclosure

3. Polling: Design a short survey that is filled out and tallied on the spot, or poll students verbally. Use polling to obtain data quickly and in a quantitative form. If you use a written survey try to feed back the results to students as quickly as possible.

4. Subgroup Discussion: Break students into subgroups of three or more to share (and record) information. Use subgroup discussion when you have sufficient time to process questions and issues. This is one of the key methods for obtaining everyone's participation.

5. Learning Partners: Get students work on tasks or discuss key issues with the student seated next to them (e.g. Turn to your neighbour). You can use this method when you want to involve everybody. This pair is a good group

combination for developing a supportive relationship and/or for working on complex activities that would not lend themselves to large group configurations.

6. Whips: Go around the group and obtain short responses to key questions. Use whips when you want to obtain something quickly from every participant. To avoid repetitions ask participants for a new contribution to the process.

7. Panels: Invite a small number of students to present their views in front of the entire group. Use panels when time allows having a focused serious response to your questions. Rotate panels to increase participation.

8. Fishbowl: Ask portion of the class to form a discussion circle, and have the remaining students form a listening circle around them. Bring new groups into the inner circle to continue the discussion. Although it is time consuming, this is the best method for combining the virtues of large and small group discussions.

9. Games: Funny exercise or quiz games elicits students' ideas, knowledge and skills. TV games shows such as Jeopardy can be used as the basis of a game that elicits participation.

10. Calling on the next speaker: Ask students to raise their hands when they want to share their views and requests; that the present speaker call on the next speaker (rather than the facilitator performing this role). Use this technique when

you are sure there is a lot of interest in the discussion or activity and you wish to promote student interaction.

Note: Choose appropriate methods to your group regarding the age of the group, status,

and level of education and the ability of understanding.

4. FACTORS AFFECTING LEARNING

The process of learning is not automatic. There may be a number of factors that could inhibit the process. These may include:

- When a learner feels that he/she is competent in the subject as the trainer.
- When a learner resents authority figures such as the trainer
- When the learner is not anxious
- When the learner have had a bad training experience in the past
- When a learner comes to the session with other problems on his/her mind and is unable to focus
- Learner may have personal barriers to learning topic. These may be culturally based inhibition to discussing the topic
- Learner may pick on an irritating or annoying mannerism of the trainer

- Learner may be uncomfortable with the learning technique being used, particularly when introducing learners to technology for the first time.

TRAINING METHODS

Lecture. The method of lecturing is a standard for delivering information. When the content is relevant to the needs of the participant and when the speaker is motivating and interesting, the lecture format can be effective and modality.

Problems of a lecture: There are some problems related to the lecture method, particularly if it is conducted over an extended period of time.

- It is a passive form of learning designed to impart information. As we know from the study of adult learning, adult learn better when they can apply new information and skills to solve immediate problems or need. If the goal is to learn new skills, other techniques must be used.
- Lecture appeals to learners who prefer auditory modalities. The use of visual aids can be used to appeal to visual learners
- The method inherently assumes that all learners need the same information at the same time and at the same pace.
- During lecture, attention span tends to decrease with each passing minute. Karl Smith recommends stopping at least every 8 minutes during a lecture to involve learners in a discussion or activity to stimulate learners in different ways

Power Point or other presentation software packages enhance one's lecture through visual display. It helps the presenter organize material and present it in visual format and visually stimulating the learners. It visually improves a lecture. Copies of the power point slides also provide easy handouts for the learners.

Enhancing Lectures and Presentations to active learning Method.

- Show a trigger tape to stimulate group discussion. This is a good way to provide everyone with a common reference point to encourage discussion and group problem solving.
- Let participants discuss why the subject matter is important. This can be introduced through a case example or personal story.
- Brief an overview of your objectives and involve participants in determining the focus of the learning.
- Give opportunities to participants to reflect and record their own thoughts and question related to a specific topic
- Use visuals such as slides, video, flipcharts, handouts, etc.
- Stop periodically so that the participants can discuss key points if they wish or encourage them in an activity that will help them reflect on or see how to apply what they are learning.
- Give opportunities for participants to share experiences with each other. This can be done in the large groups, small groups or pairs.

- Involve participants in actively summarising the key points of the presentation.

Case Studies

Study cases can be a very effective way to get participants involved by having them apply what they are learning. Case studies provide a description of a situation with enough detail to allow analysis of the issues and problems involved and to decide on possible responses. Case studies also ground the information in real life situations.

Case studies can be used to stimulate issues and questions, to re-enforce or explore the application of specific concepts and to help participants pull together and summarise everything that they have leant. They are also used to provide content that otherwise
would need to be covered in a lecture.

How to create a case study

Developing an appropriate case study is not difficult but if not done correctly can create a very confusing experience. Here a number of steps to follow in creating a clinically oriented case.

- There should only be one major learning point or goal for any individual case study. Think about whether the case will require the learners to reason with basic concepts in order to deal successfully with the problem encountered.

- Utilize actual experience in developing a case. Rather than developing a fictional case, rely on experience with the subject matter to drive the development of the case study.
- This approach infuses the case with "realism" that participants can relate to. It also conveys a sense of expertise because the speaker has really "been there".
- Write a brief case with minimum information. The goal is to generate interest and discussion about a specific learning message. The more information provided, the more likely participants are to focus on extraneous information.
- After a case has been written, ask peers to review the case with an eye on the key teaching point.
- Think about the time frame in which the case will fit. If the case is too complicated then the learners may lose interest and become frustrated. Participants need time to think, digest and ponder the case.
- Does the case fit in with everything else that is happening? Will it enhance group discussion focussing on relevant material? Does it adequately introduce problem solving behaviour? Etc.
- What format will allow for the most flexibility in terms of the desired outcome?

- Know resources and/or instructional materials are needed to enhance the case presentation. Would an expert consultant enhance the discussion about the case? Instructional materials are very important. These are such as flipcharts, and paper markers.
- How are you going to evaluate the success of the case design? Did it achieve what you had hoped?

Debriefing the activity

- Give an opportunity to debrief the case so that the learners can think about how they would apply the learning from the case to their own environment.
- Have all or few of the small groups or individuals report on the outcomes of their work.
- Let the group get feedback through question. Trainers should provide feedback as well, if appropriate.
- Make a summary of the key learning points of the discussion and any open issues or questions. Record the points on a flipchart to leave posted in the room.
- Give an explanation to how this activity links to the purpose of the session.

Role Play

This technique enables participants practise a particular skill in a safe yet stimulate environment. Role Plays are often conducted in small groups of three. This allows one person to practice (the counsellor), one person to interact with the one who is practicing (client counselee), and one person to be an observer and provide feedback. Roles can be rotated to allow each person the opportunity to practise if time allows.

The technique is the closest thing to actual application of skills that can be achieved in a classroom setting. It involves the learners in practicing a skill and getting immediate feedback.

How to conduct role play

Preparation:

- Revise the goals and instructions for the activity and clearly identify the roles to be used for the activity.
- Prepare instructions for the activity on a flipchart in advance to ensure that all key points are covered.
- Determine how to divide the participants for the activity
- Determine how to best monitor and debrief the activity.

Debriefing the Activity

- Do it within small groups. Begin with reactions from the counsellor, then the counselee, then the observer.
- Each person should include:
  - Reactions about how they felt in the role

- What they think went well
- What they would do differently
- Specific behaviours that worked or did not seem to work

- o Debrief with the large group. Ask each small group to comment on one key lesson learned and record these on a flipchart to post
- o Encourage feedback and questions from the groups
- o Explain how this activity links to the purpose of the lesson

Group Discussion

This technique is often used along with lecture to provide variety and give participants a chance to reflect on what they are learning. When group discussions are conducted in the large group, the trainer normally facilitates them. The trainer may also ask some one from the group to help record the key points from the discussion. Another variation of the discussion is to divide the large group into smaller groups of 3 to 5 people and provide them with one or more topics to discuss. Each small group will then elect a spokesperson to report the finding back to the large group. It is important to assign roles to each member of the group. These can include leader, recorder, and reporter.

Adult learners have a need to share their own experience, hear the experience of others, and relate these experiences to what they are learning.

Facilitating Large group Discussions

Preparations:

- Identify the goals and key points to be covered
- List open-ended questions that will elicit the key points
- Decide the time frame for the activity

During the activity

- Explain the purpose of the activity
- Ask open – ended questions
- Give time to participants to respond
- Encourage participation by linking comments and calling on individual s for their opinions.
- Be flexible; don't force a desired point if it is not offered. Offer it at the end of the session if a participant does not offer it
- Provide Positive reinforcement for participants' comments
- Respond to questions
- Make a review and tie back to the key learning points periodically
- Make a summary of the conversation and record key points on a flipchart or ask someone to be a scribe to record key points

Techniques to encourage excellent discussion (adopted from Silberman, 1991)
The facilitator can employ a number of techniques to encourage and maintain good discussions. These may include:

- Paraphrasing
- Cross-checking the understanding and asking for clarification
- Complementing learners for responding
- Seeking elaboration using examples or alternative perspectives
- Provide chance for additional contributions
- Seeking agreement on summary themes or issues
- Mediating differences of opinion

Question Answering.

Generally, the facilitator should facilitate. If a facilitator participates too much in the discussion, he/she becomes an expert. This will have a negative effect on participation from the other members of the group. Trainers should be careful to how and why they are answering a specific question and use their best judgement based on the situation. Trainers should answer questions including the following:

- Questions asking for clarification of the goals of the activity
- Clarification questions
- Factual information questions that may rise from misunderstanding of some facts

Acknowledge Participation

How the facilitator responds to participants in a discussion will impact how fully members will participate. The goals in responding to comments should be to remain open to a variety of ideas, to thank members for their participation, avoiding personal feelings about a particular comments (either positive or negative), and be respectful of all contributions. If the trainer can do these things, it will encourage positive participation from each participant. The following facts can help the trainer acknowledge participation.

Neutral Reactions

Make this to convey interest and to keep the person talking. Say things like "I see" or "That's interesting. Tell more".

Exploring

Do this to gather more information and to help participants explore all sides on the issue. Say things like," What do you think the most important problem is that we need to deal with?"

Restating

Restate to show you are listening and to encourage more participation. Say thing like, "If I understand you correctly, your idea is…" or "So that experience was quite powerful to you. Am I correct?"

Summarizing

Summarize to pull together different ideas and to reemphasize key points of the conversation. Say things like, “So far we have had 3 different ideas about how to handle that problem. They are …”

Give Inputs

Provide inputs if you feel you have an important point to make, that is not coming out in the discussion. Be careful not to do this too much or you will discourage participation from the group. Always try asking open-ended questions to elicit the point first, before adding it your self.

Problems in Group Interaction

To difficult participants who are talking all the time or doing something that is distracting to others, here is a step by step approach which might help:

- Make eye contact
- Move towards them, stand by them
- Get them involved
- Use wisdom to make them stop what they are doing
- When these steps fail, talk to them outside the group
- Final Resort: Ask them to leave.

Video

A triggering short video at the beginning of a session or when introducing a new topic can stimulate interest in the topic, identify issues, establish the relevance point for all the learners.

Trigger tapes provide a good vehicle for active learning because they can be used to identify key issues and stimulate discussion. Don't miss the opportunity to structure some type of activity/discussion around the trigger tape for each module, even if it is very brief.

Video using tips

Preparation:

- o Check the equipment in advance to ensure that operation is clear and that it is functioning.
- o Check the position and adjust it to allow clear visibility and make sure the sound level is appropriate
- o Make sure the videotape is inserted and set to the beginning of the segment to be shown
- o Find out how to get help if there are any technical difficulties
- o View the tape in advance and make notes on key points to remember to bring out in the discussion.

When the module is in session:

- Introduce the tape and explain the purpose
- Help the participants focus on the right things by providing direction on what they should look for
- Suggest that the participants may want to take some notes as they watch the video
- Facilitate the discussion using the pre-prepared questions as a guide
- Make a summary of the key points of the discussion and link this activity to the next part of the session.

<u>When time allows</u>

- Ask the participants to discuss 1 or 2 questions in pairs of three and then briefly report back to the whole group a few key points from their discussion
- Ask 1 or 2 participants to share their own experience in situations similar to the trigger video. Use guiding questions to elicit what they would like to do differently in the future

NOTE:

- ❖ Keep the discussions focused and adhere to the time lines
- ❖ Manage expectations about what it will or will not be possible to cover in the allocated time. Explain how participants can get more information if they are interested.

- Visual aids

In order to master various instructional methods, trainers should become comfortable and proficient in utilizing various forms of visual aids.

Flip charts

These are good tools to record key learning points from discussion, questions that need to be answered, and instructions for activities will provide visual variety and help create a learning environment.

Here are some tips for using flipcharts:

- Lettering should be about 2 inches high to ensure that participants in the back can see clearly
- Use different colours. They can be used alternately from line to line
- Label each flipchart page with a title (e.g. "objectives," "questions").
- Be sure with your masking tape so that pages can be placed on the wall for future reference.
- Have one participant as a scribe to record key points during a discussion. Assist him in recording those points.
- Ask participants to list the things that went well with a + sign and those which did not go well or those which need a change with a – sign.
- Determine which ideas for change should be implemented.

Be prepared for difficulty participants

- Know it all: This person is an expert in everything being covered. This participant wants everyone to know how much he/she knows.

.Acknowledge his/her expertise and ask if he/or she minds being called on as the training proceeds for support on various issues. This usually diffuses these participants, at the same time.

- Naysayer: This person refuses to see how and what is being covered can or will work. He/she is bent of finding the reasons why what is covered wont work

As a rule of thumb, if a naysayer is in the group, comments like "I see you have some problems with what I am saying. I appreciate what you are saying, but there are some people who want to see how what I am saying will work" may cut him or her off. If he / she continues, consider pulling him or her aside during a break and asking him or her to leave since he/she seems unwilling to try to work with the group in identifying ways the training might help him /her.

- Monopolizer: A Monopolizer may attempt to spend a great deal of time re-enforcing what is being said or in contradicting the content.

These participants are really hostile. Some professional trainers recommend bluntly saying "We have heard a lot of good information from you today. Let's give others a chance to speak. But this approach to some participants plant fear to speak up because they are afraid the trainer will suggest that they are speaking too much. A more gentle approach with these participants is simply to avoid eye contact with this person or if possible walk to another area of the room while speaking.

- Chatterbox: This participant seems to have forgotten that a training session is taking place. This participant carries on conversation with other participants during the presentation, disrupting other participants. To intervene, simply point out this participant that his/her conversation is distracting. A more subtle approach is to continue the training while walking over and stand by the participant. Few participants will continue a sideline conversation under this situation. If they do, it is appropriate to call them on it.
- Reluctant learner: This person may have brought work from the office to work on or may be reading a magazine or newspaper during the presentation. To stop him/her do it in a joking manner, such as "wow, its hard to believe there is any news half as interesting as what I am saying. Do you suppose it could wait until a break or until after our training?" Like wise, if this participant is doing work from the office, acknowledge how busy he might be, but ask for his or her attention because the message is sure to help the participants in his/her work.

- Preacher: This participant has values. These participants expect to infuse their values into the presentations frequently. These values are most frequently expressed when the subject matter is not supporting their values (e.g. talking about sex, condom distribution, drug abuse etc.) Never debate or attempt to modify this person's values. Acknowledge the participants values (without editorializing) and move on. If he/she is persistent, acknowledge and point out that not every one shares their values and that; everyone's values should be respected.

- Unresponsive participants: These participants are listed as difficult participants only because they are very difficult to read for the trainer. Often they give on effective of body language feedback to the trainer. They could be enthralled with the training or totally day dreaming. To know them, check with these participants during the training. Ask these participants what they think. Their reaction should give sufficient information as to what is leading to their behaviour. Some of them need encouragement to become active participants.

The trainer must always remain in control of the training. Trainers should learn to use the difficult participants to their benefit. As trainers become more accustomed to working with the training material, it will become more apparent to do this.

Personal Style

Every trainer develops his/her own personal training style. It is important for the trainers to express their individual style and not to mimic style.

A few points to keep in mind include the following:

- Find a happy medium between pacing and standing stoically in front of the training group.
- Use gestures to help emphasize points. Gestures should be natural and purposeful.
- Speak to the participants and not to slides or walls. Eye contact is imperative.
- Vary the volume and tone of your voice to avoid sounding monotonous
- Be conscious of the speed of delivery. Some variations in speed are good, but avoid talking too slowly (as it is boring) or too fast (because it is annoying).
- Consciously think about projecting your voice to the most distant part of the room. Use a microphone if necessary.
- Pronounce words correctly
- Dress professionally –do not over dress or under dress
- Minimize jewellery-especially jewellery that rattles. Trainees should not be distracted by avoidable distractions.

5.3 ADAPTATION TO THE LOCAL ENVIRONMENT.

The above manual was modified hand in hand with the group leaders to make sure that it is relevant to the group and to the community at large. These leaders had a chance to contribute their ideas to the manual. Some of the inputs are methods to get learners into participation; to mention a few, learning partners, panels and calling on the next speaker.

5.4 MONITORING MECHANISM

The manual was used to train four group leaders so as to build their capacities in training the rest of group members and those who will later join the group.

5.5 EVALUATION OF THE TRAINING

In evaluation, we assess the total value of the course. Since the manual is designed to train the trainers in the CBO who are not employed and they have no supervisor, then "Participation Reaction Level" is used to evaluate the course.

At this level, learners' reaction data is used to report attitudes and feelings. Questionnaires can be used for they allow grouping of participant reaction in a systematic way. The trainer is thus able to learn, for example, that75% of trainees felt that learning for them was "high", 15%learned at a "moderate"level, 5% learned at a "minor" level and the other 5% were "not sure". The trainer may learn that the majority of the participants favoured small group discussions over lectures, the day was too long and the ventilation was poor most of the time.

(A sample of questionnaire for evaluation of the training is provided below).

FOR TRAINING EVALUATION

DATE.......................................

NAME..

1. How do you rate the learning gained from this training.

Put a tick where appropriate

- o Not valuable
- o Valuable
- o Average
- o Very valuable

2. In terms of content you learned

A lot ....

Some ....

Little............

1. In terms of training skills, you acquired

A lot...........

Some...........

Little.........

2. Rate the increased awareness and understanding of your responsibility as a community facilitator and volunteer.

- o Very high
- o High
- o Average
- o Low
- o Very low

3. What did you like most in the session

A...

B ....

C ....

6. What did not go well in the session?

A ....

B ....

C ....

7. Do you think that all your expectations from the training were fulfilled?

YES...................... NO.................

If .NO, what were they

....

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8. Other comments/criticisms

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