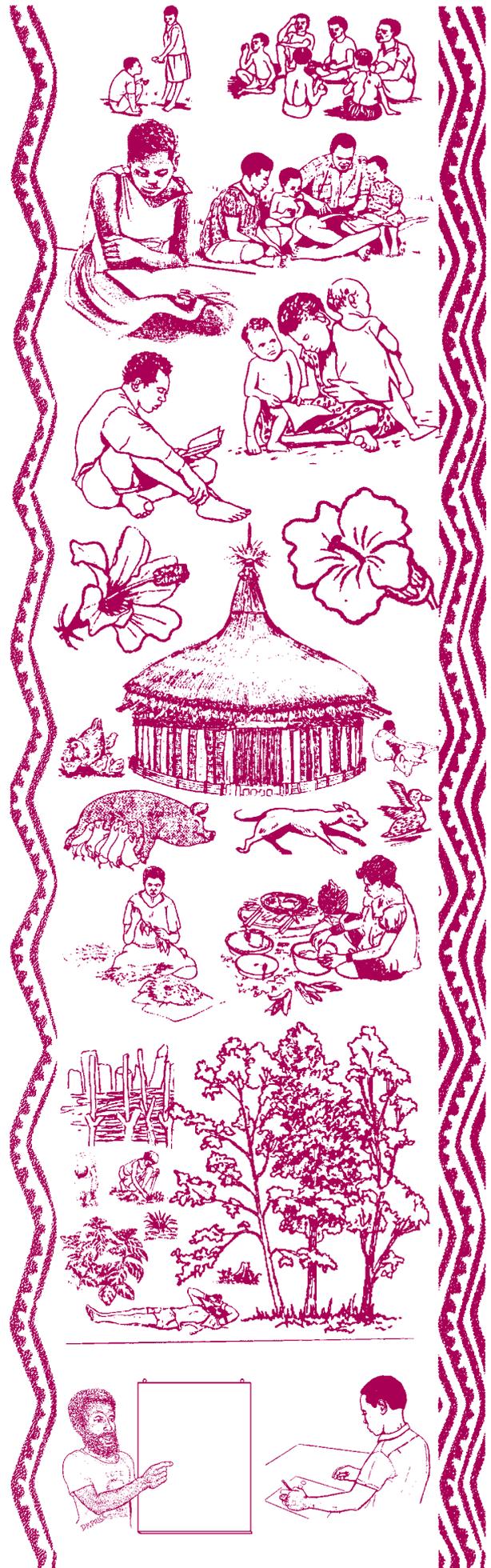


Training Villagers in Papua New Guinea - a manual for trainers

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Papua New Guinea



Funded by:
PNG Incentive Fund and ACNARS (URS)

First Edition 2004

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*Printed by SIL Press
Ukarumpa, EHP 444*

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1 Welcome

This education hint manual is a “gutpela tok save” for Papua New Guinean trainers and teachers working with communities. The aim of the manual is to help you to prepare for and run a training course in any topic at all. It may be health, budgeting, soil fertility, duck or chicken farming, marketing, or record keeping, or something entirely different. However, there are principles that we can learn together that will make your training more effective. This manual outlines many of them.

We rely on some very useful literature and our own experiences with villager training in PNG and elsewhere.

We provide you with checklists for effective planning and preparation.

We also suggest some ways to make sure that people have really learnt what is being taught.

We would like to hear about your experiences with using this training manual. We have therefore included an evaluation form and would be very grateful if you would complete it and return it to us at the address on the form. Your comments will help us to improve the next edition of the manual.

God bless!

Markus and Dave

2 Acknowledgements

The authors would like to express our appreciation and thanks to all those who helped to make this education hint manual a reality. First we would like to thank the training course teachers of the Salvation Army Agricultural Development Program (John Hagen, Janet Nehaya, Sekom Kokedu and Anis Libaba) and for their input and the field-testing of the education hints. They provided many insights, which helped to improve the manual. We also want to acknowledge the skill and passion of others in the NGO and church community of PNG who have made this book more than just theory. The Baptist Union trainers, especially David and Anna Kulimbao and Peter and Ety Taul have been invaluable and great encouragement.

Consultants from the Australian Contribution to the National Agricultural Research System (ACNARS), an AusAID funded program (Rob Shelton, Dr. Alan Quartermain, Dr. Ian Grant and Sue Philpott) are thanked for their assistance.

We would like to thank PNG Incentive Fund (AusAid) for their financial support of the Agricultural Development Program of the Salvation Army since 2000.

3 Introduction

We have written this book to help you, as a trainer, to ensure that training is much more than running a course. The aim of this book is to help you to provide a training course for adult learners, which will lead to changes in the lives of community members in Papua New Guinea. We consider that changes can be made in behaviour, attitudes and knowledge, so that participants can enjoy improved living that is measured by them.

We will consider two things together: the way training is conducted and the way the training results are measured. We will be thinking about these two issues, in much the same way that you build a strong house in the village. A house has foundation poles, dug deep into the ground. We can call those poles the way we train and teach. However, to be useful, a house needs sides and a roof. These are the outcomes that we want to see after the training is completed.

To achieve the aim of the book we have developed 22 gutpela toksave or education hints to improve your training course. The first few gutpela tok save are important at the beginning of a training course while others can be related to any lesson within your course or at the end of the training course.

However before planning, organizing or conducting a training course you should be aware of some important findings about learning styles in Papua New Guinea.

4 Overview of learning styles, training principles and training as a process

Learning styles

Based on observations it seems that the majority of PNG nationals and Melanesians learn in a different way to most westerners. PNG nationals tend to learn by watching others doing something, e.g. dancing and then doing it themselves (called “active learning”). Learning often involves a group and there are no formal lessons.

The way westerners learn is usually formal and is based on theory learned from books and includes reading, listening and writing. Most of the formal education carried out in PNG is done in this western way and most of us are familiar with this system. Consequently, since this system was used to teach us, we tend to use this method when we teach. However, if we want to be more effective in our teaching it is important that we use a style that our trainees are used to. The teaching methods we use must therefore be similar to the teaching methods used in the communities/villages while they became adults. They are more likely to remember and use the lessons if they are taught in this way, as it matches their cultural upbringing which is important to them.

We have tried to use a PNG cultural teaching style as much as possible in our educational hints or “gutpela tok save”. Here are some of the principles that guided us when we designed this manual (Rempel Robin, SIL, 1990).

Lectures and notes	<ul style="list-style-type: none"> • These should be a very small part of the lessons with the participants.
At the start of each lesson	<ul style="list-style-type: none"> • Start each training workshop by showing what you hope the participants will achieve by the end of the course. • Use photos, demonstration products or make a visit to someone who has already implemented what the participants will learn.
Keeping people interested	<ul style="list-style-type: none"> • Use lots of pictures and real life examples. • Take people out to a garden or home, where they can learn directly from someone who is already practising what is being taught. • Use lots of questions, taking time to listen carefully to the answers • Work in small groups that allow for interaction while working. • It is best to have at least one example, story, drama, or picture to illustrate every point made in the presentation. • Demonstrations, skits, singing, discussions, games, questions and answers, hands-on practice should be an important part of each lesson.
Use real live examples	<ul style="list-style-type: none"> • As much as possible, use real, live, working examples of what you are teaching.
Encourage participants to experiment	<ul style="list-style-type: none"> • Don't tell participants what to do. Rather encourage them to try something new on just a small part of their garden area. That way they see for themselves if the idea is a good one or not. • This is a big topic in agriculture and NARI has a good farmer experimentation manual that you can get from NARI HQ at Bubia. • A copy can also be downloaded from www.kilu.org.nz or from the NARI resource CD-ROM.
Learning should be fun	<ul style="list-style-type: none"> • Try to keep a relaxed, open and light (humorous) atmosphere throughout the training course. • Make the training fun. • Some simple exercises to do after lunch is a good thing. Activities like that get our blood flowing and our bodies feeling alert.
Provide plenty of time for questions	<ul style="list-style-type: none"> • Provide plenty of time for questions and clearing up ideas that participants are not clear about. • If no questions come up from the participants after a lesson it often means that they are so confused they aren't sure what questions to ask. • Asking them questions about the lesson will often give you an idea if they have understood and learnt what you have been trying to teach.
Active not passive (doing, not sitting)	<ul style="list-style-type: none"> • Consider how much time the people you are planning a training course for, will be sitting down and how much time they will be actively doing things? Remember, PNG people especially villagers learn best by doing, not by listening. • It takes a lot more work to prepare an active learning lesson than it does to prepare a passive learning lecture. Remember that. Prepare for it (Sanders, A. 1988).
Revision	<ul style="list-style-type: none"> • Each day, go back over the previous day, asking people to share what they have been learning with the others in the group.
Follow up visits	<ul style="list-style-type: none"> • Follow up visits, after a training course, are a vitally important part of a successful training program.

Some of you will have noticed that this kind of training has some challenges for hierarchical society- be it church or community- where in the past the head man was able to control people through the forcefulness of his power and personality. In the model for adult learning we are proposing here, we suggest a coming together of learner and trainer. We propose that real learning, leading to enthusiastic change in thinking and behaviour, will come about as trainers really listen and learn from the participants. We all become learners together. We accept that all learners come with both experience and personal ideas about their world, their gardens and homes. All learners deserve respect as subjects in a learning discussion.

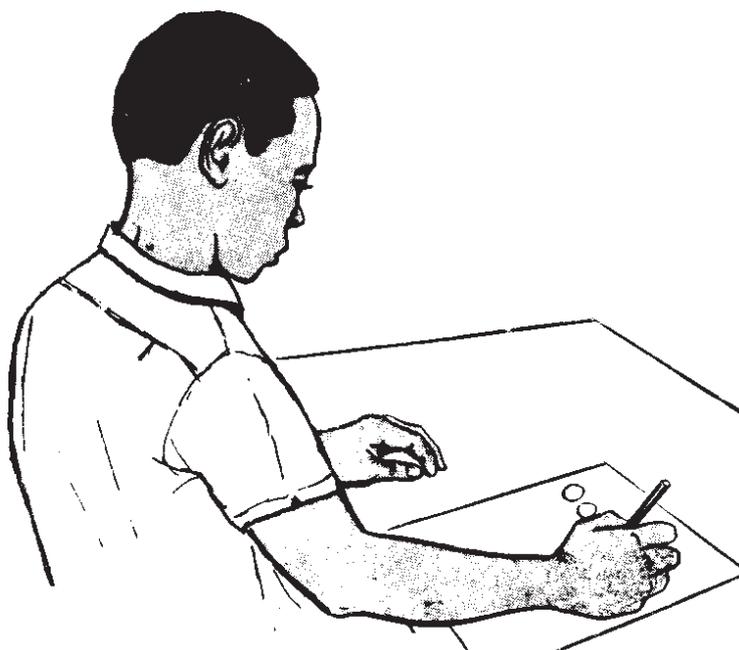
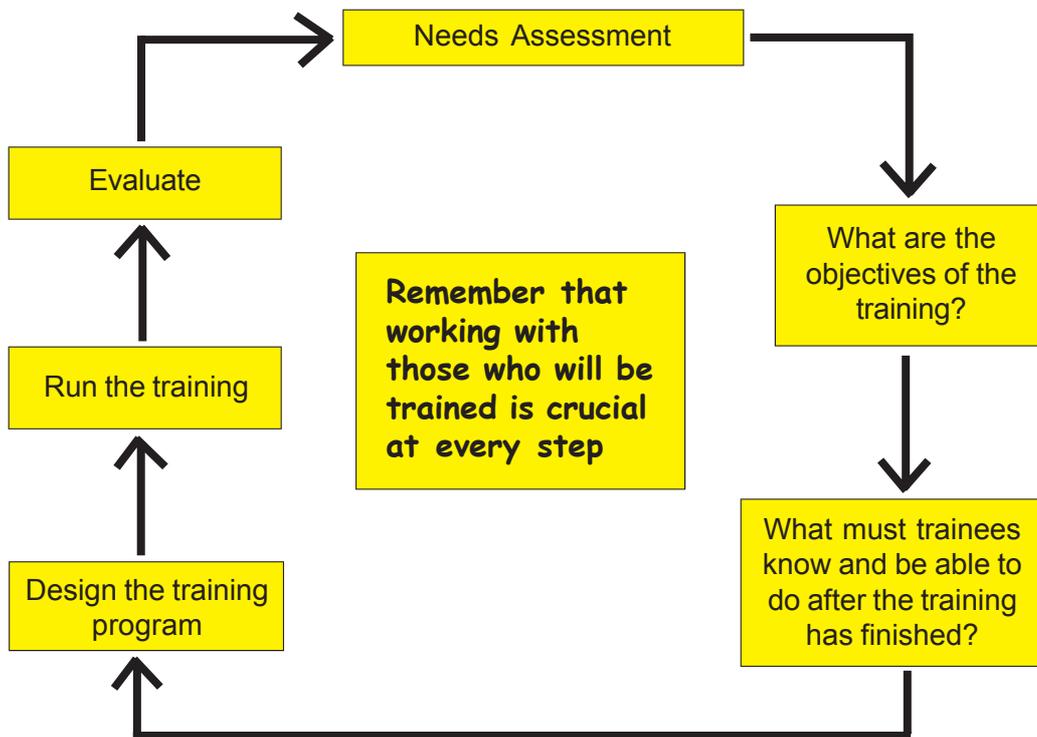
The basic training principles we use in our courses are:

- ◆ Be motivated personally by the love of God and therefore be committed to the participants and your work.
- ◆ Live, eat, sleep and story with the participants during the course at least. The relationship you establish with the participants will have a large impact on how well they will accept new knowledge, skills, techniques and attitudes.
- ◆ Use PNG adapted material and training methods.
- ◆ Ask for commitments by the participants before the course starts. (For example in our agricultural training courses we ask each of the farmers to pay a course fee equivalent to the cost of the livestock we provide in the training course).
- ◆ Ensure regular follow-up training days and extension visits for at least 2 years after the initial training course.



Training as a process

The diagram below summarises where we are going with this manual. Remember the central focus - the people who are our partners in the training - men and women, young and old, rich and poor!



5 Overview

Part II of the manual outlines a group of “gutpela tok save” thoughts for you to work with as you plan and run your training course. They are listed below, and in the next pages we describe them in more detail.

1. **Needs assessment** - participation of the learners in naming what is to be learned.
2. **The seven steps of planning**
3. **What are the objectives of the training** in terms of knowledge, skills and attitudes? What must trainees know and be able to do after the training has finished?
4. **Must know, should know, nice to know**
5. Introducing yourself to the participants and sharing some of your experiences with them
6. **Safety** in the environment and the process. We create a context for learning which can be made safe.
7. **Good relationships** between teachers and learners, also among learners.
8. **An effective sequence** of content and then reinforcement.
8. **Learning by doing** (doing something, then thinking about what has been done).
9. **Remember the needs of adult learners**
10. **Practise what you preach**
11. **Respect for learners as decision makers** ‘...Just because you live in a community, it doesn’t reduce our sense of your importance and your abilities to think, learn, plan and do things that make sense to you...’
12. **Learning by using all of our senses**
13. **Getting quick results...** Being sure that participants can see an immediate purpose in what they are learning. If not, they will walk away, either physically or mentally from the training course/program.
14. **Provide positive feedback**
15. **Clear roles and role development**
16. **Groupwork**
17. **Make lessons enjoyable**
18. **Helpful fault finding**
19. **Praise** - use this as a way of encouraging learners.
20. **Engagement** of the learners in what they are learning.
21. **Accountability**:- how do our learners know they know?
22. **Use well thought out questions**
23. **Finish the course well**

6 Gutpela Toksave - To prepare your training course

Gutpela Tok Save 1: Needs Assessment

Before you conduct a training course you always should conduct a needs assessment of your participants. This addresses the question of

- what the participants already know
- what they really need to learn
- and what aspects of our training course fits well with their lives in the community/village or elsewhere.

Listening to the learners. Find out what they really want to learn and what needs they have. This will help you to shape a training program or training course that is really useful for the participants. The discussions must start long before the actual training course starts.

Consider the following question when working on needs assessment:

<p>WWW -</p> <p>Who needs what, as defined by whom?</p>	<ul style="list-style-type: none">• <i>Who are the needers</i>• <i>What are the needs</i>• <i>Whom - the people who define the needs - a partnership between trainer and trainee.</i>
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Our adult learners need to be able to explain their lives or situation to those designing the training program. The teacher must take responsibility to contact the learners in every way possible. This means that there must be effective communication among all those who will be involved in the training long before the actual training course.

Actually spending time with people prior to the training course is one really valuable way of learning about their situation, so that the training really fits within the context of the participants' lives.

The "Needs Assessment" doesn't form the course, rather it informs it. In other words, the "Needs Assessment" provides you, the trainer with valuable information about the people you are going to be working with.

Gutpela Tok Save 2: The Seven Steps of Planning¹

Use the seven simple steps of planning when designing a training program. The questions to ask yourself, or the team who are planning the training are:-

Who	What
Why	How
When	What For
Where	

Who	<ul style="list-style-type: none"> • Who are the learners? • How many people will participate in the course? • What is their background (culture, way of living, etc)? • What do they already know? • What is their experience relating to what is being trained? • How many men and women, and what approximate age are they? • What do you know about them? • What other responsibilities do they have? • Are their particular times of the year when problems/ challenges occur?
Why	<ul style="list-style-type: none"> • Why is this training course happening? • What situation/problem calls for this training course? • Why do the participants want to be trained?
When	<ul style="list-style-type: none"> • When will this training course happen (weekend, week days, etc)? • How long will the training course be? • Are the participants happy with the timing and length of the course? • Will everything be ready for the course?
Where	<ul style="list-style-type: none"> • Where will the training take place? • What is there at the training place that you can use (class room/church, etc.)? • Remember that most effective training takes place in the gardens and out with animals... not in a classroom.

¹ You could take this sheet and the next, photocopy and then laminate them. They can form the basis of a checklist to make sure important things to do with planning are not overlooked.

Of course it is great if you add items that are particularly useful to your own kind of training. At the moment, this list is a general one.

What	<ul style="list-style-type: none">• What lessons will be in the course?• What will be in each of these lessons?
How	<ul style="list-style-type: none">• What kind of training methods will you use?• Will you do all the talking; will you and the participants share the talking; will you use photos; will you get people to do things themselves rather than you doing everything for them etc?• What kind of skills will you use to run the course (listening skills, talking skills, practical skills)?• What kind of materials will you use for the course?
What For	<ul style="list-style-type: none">• What difference will the training course make to the participants?• What new work will they be able to do after the course?• What are the objectives of the training course?• What should the participants know at the end of the course?• How will you make sure the participants know what you have taught them?



Gutpela Tok Save 3: What are the objectives of the training in terms of knowledge, skills and attitudes?

A villager went out hunting. He left early in the morning, with bow and arrows and three fine hunting dogs. However, all day he got nothing. He fired arrows at trees, at leaves and even into clear water in a mountain river.

He missed out on the joy of sharing good food with his friends, and family, because he never really AIMED at anything.

Just like the villager in the story of the text box, we have to take careful aim. This takes thinking and planning and discussion. By breaking our training into three distinct areas, - skills, knowledge and attitudes- we can take aim and ensure we are going to train in the most effective way for the villagers or participants.

Do the participants need to be involved in the process of designing the training? Yes indeed!

The table below gives you some examples of questions that might

be asked to help you to define the skills, knowledge and attitudes that a trainer/ teacher aims to see developed.

There are three distinct types of questions to keep in mind as you design training for participants:

Skill	<i>They need to be able to plant different food crops in their garden so they have food at all times of the year.</i>
Knowledge	<i>They need to know about the kinds of food that will help their children grow strong and healthy.</i>
Attitude (Behaviour and Practise - what people do after the training is completed)	<i>They need to be particular about the food they give to their children. They are making sure that their children are eating food that contains protein, energy and protective food items daily.</i>

Most of the training we do will have aspects of each of the above- skills, knowledge and attitude changes.

When you are planning training, David Kay Training and Development (www.dktd.com.au) suggests you have training outcomes described separately for each session. They suggest that learning outcomes start with active verbs (in bold writing) - see below for some examples:-

<p>Knowledge</p>	<p><i>Participants are able to describe the breeding process of chickens.</i></p> <p><i>Participants are able to list the most severe health diseases of chickens.</i></p> <p><i>Participants are able to name the three chicken breeds in PNG.</i></p> <p><i>Participants are able to predict the influence of stockfeed for chickens.</i></p> <p><i>Participants are able to select the best chickens for breeding.</i></p> <p><i>Participants can interpret the growth rate of chickens, etc.</i></p>
<p>Skills</p>	<p><i>Participants can measure the number of eggs laid by a chicken.</i></p> <p><i>Participants are able to weigh the chickens.</i></p> <p><i>Participants are able to construct an adequate chicken shelter.</i></p> <p><i>Participants can make a brooder.</i></p> <p><i>Participants can repair a kerosine lamp.</i></p> <p><i>Participants can operate a small breeding centre.</i></p> <p><i>Participants can open, close, remove etc.</i></p>
<p>Attitudes</p>	<p><i>Participants can listen to other farmers.</i></p> <p><i>Participants can accept that other farmers could be more successful.</i></p> <p><i>Participants can decide to get up early in the morning to collect feed for their livestock.</i></p> <p><i>Participants can work together.</i></p> <p><i>Participants can ‘ reject, determine, judge’ etc.</i></p>

We normally write learning outcomes as things the learner will be able to do on completion of the training program.

This then leads us to writing assessment criteria. Once we know what the learner must know and be able to do, we can then assess whether they have competence in that skill or knowledge.

For example²:-

Learning outcome	<ul style="list-style-type: none"> • <i>Operate a chicken-breeding centre.</i>
Assessment Criteria	<ul style="list-style-type: none"> • <i>Operate breeding centre appropriately for chickens at all ages.</i> • <i>Check stock feed supply and change as required.</i> • <i>Collect and interpret your data on breeding performance.</i>

Gutpela Tok Save 4: Must know, Should know, Nice to know

There is a certain amount of knowledge that our learners must know, to be able to achieve the right outcomes. However there is some information that can be put in the nice to know, but not really necessary category.

Remember these three categories as you plan your next training program, and make sure you concentrate on the must know!

We now move to the next stages of our cycle - designing and running the training program.



¹ Don't use words like know and understand. You can't measure these. However with the words that are listed, in the table, each of these can be seen and measured. You can tell if the learner has really learned.

² Refer to David Kay's manual, supplied by PATTAF in PNG. Assessment and Workplace Training.

Gutpela Tok Save 5: An Effective Sequence of Content and then Reinforcement

Sequence means the way we put a training course together so that knowledge, skills and attitudes flow in an order that goes from simple to complex, and from group supported to individual efforts.

Don't ask a trainee to do something difficult, all by themselves. That would break the rule of safety, and also, it wouldn't help in terms of effective sequence. Make sure that tasks you give can be achieved. You, as the trainer, must know exactly what the output you expect looks like. This doesn't mean the villager efforts can't have variety and differences, it just means that you know the sequence you expect, and you understand how important summaries and reinforcement of ideas are.

Participants will learn best when the program you design is well structured. David Kay (www.dktd.com.au) suggests you keep in mind the following:-

A session plan ensures the trainer will:

- cover the required material
- in the correct order
- use good resources and activities
- in the right amount of time

...so that learning objectives are achieved. (Note that all of the Gutpela Tok Save topics will help you in designing an effective training program).

There are two kinds of training sessions. Information sharing and skills learning.

Lets think about the amount of time we would spend on each part of these sessions:

	Information sharing	Skills learning
Introduction	<i>10% of time</i>	<i>5% of time</i>
Body	<p style="text-align: center;"><i>70%</i></p> <p>Consider using a cycle of:</p> <ol style="list-style-type: none"> 1. <i>Present information in small 'chunks'.</i> 2. <i>Have the learners do an exercise/ activity to ensure they are really learning.</i> 3. <i>Then work through their questions.</i> 4. <i>Finally summarise that section then move onto the next 'chunk'.</i> 	<p style="text-align: center;"><i>70%</i></p> <p>Consider using a cycle of:</p> <ol style="list-style-type: none"> 1. <i>Demonstrate the skill.</i> 2. <i>Watch the learners practise.</i> 3. <i>Provide learners with feedback.</i> 4. <i>Finally summarise and then move onto the next skill.</i>

<p>Conclusion</p>	<p>20%</p> <p><i>Tell people when you are getting to the conclusion. Review all the major steps. Let participants know what is coming next. Think about questions you can use to test whether the information has been really learnt.</i></p>	<p>25%-</p> <p><i>Extra time is spent making sure that the skills are really understood. Look at the list on the left- they apply here too!</i></p>
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A good introduction into each session should have the following:-

<p>Interest</p>	<ul style="list-style-type: none"> • <i>Participants should start feeling that this session is going to be really interesting.</i>
<p>Relevant</p>	<ul style="list-style-type: none"> • <i>Outline what the session is going to be about.</i>
<p>Need</p>	<ul style="list-style-type: none"> • <i>Tell the participants why this training is important.</i> • <i>Do this through questions and stories from others who have learnt these skills or knowledge.</i>
<p>Context</p>	<ul style="list-style-type: none"> • <i>Where appropriate, link to other sessions.</i>
<p>Participation, checking for understanding</p>	<ul style="list-style-type: none"> • <i>Provide an opportunity for questions or comments.</i>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> • <i>What will they be able to do, or know after the training has been completed.</i>
<p>How will the session be assessed</p>	<ul style="list-style-type: none"> • <i>Let the trainees know how you intend to assess their learning.</i>

Reinforcement means the repeating of facts, skills and attitudes in varied, interesting ways, until they are really learnt by everyone - men and women.

Our goal as course leaders is to make sure that the participants know what we have tried to teach them, and that they can do the work with confidence. It also helps us as course leaders to measure how well the participants have understood and are able to use the course content. When you see fear, confusion, and uncertainty in your community group, you probably haven't reinforced the learning adequately. There is a saying that says: 'do it a thousand times and you have learnt it'.

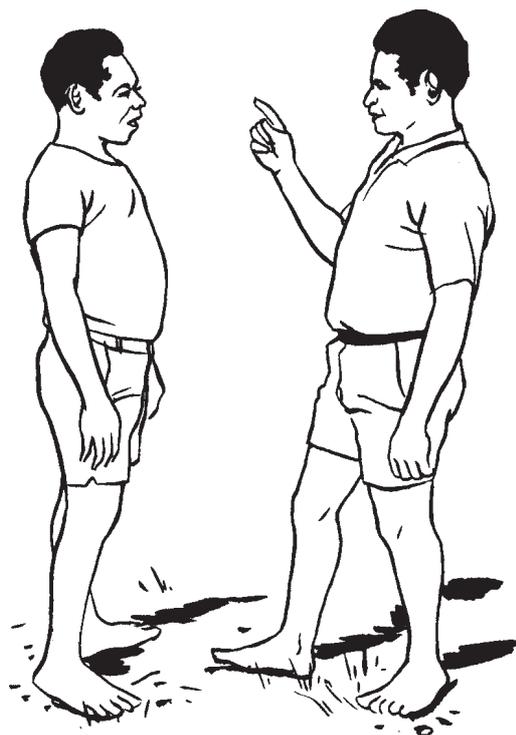
Markus says:

Not checking for understanding is one of the most common mistakes trainers make when running training courses and teaching. (I still have to remind myself to check that people know what I have been teaching them).

Whenever you give important information to course participants regarding a new skill, you should take a few moments to see if everyone can do what you have shown them. Ask a few people who you think may not be sure how to sex ducks properly, to check one or two ducks and say if they are males or females. If they do not get it right, show everyone the method again and then check one or two again to see that they really know how to do it.

Not checking for understanding is one of the most common mistakes trainers make when running training courses and teaching. (I still have to remind myself to check that people know what I have been teaching them).

Remember, in later training sessions go back to this skill, and ask people to show others again. Use community walks as a way of reinforcing the skills they learned last session, last week or last year!



7 Gutpela Toksave - To start your training course

Gutpela Tok Save 6: Introducing yourself and starting your training course

Introduce yourself at your first meeting with a group and share a few things about yourself, such as where you are from, something about your family, why you are conducting the course and then welcome them. This shouldn't take more than a couple of minutes. Introducing themselves is a common courtesy that many course leaders forget to do. It is important to give the participants a chance to introduce themselves as well. This emphasizes your interest in them as people and helps them to see you as a person like them. It also helps to make them more comfortable so they are not so nervous about what may happen in the course.

As a course leader I often tell the participants the story of how I became involved with rearing ducks, and how excited I was when we had the first chicks in our backyard. I still remember when our first duckling hatched and how excited my whole family was. We put the little fellow in a small box, put lots of cloth into it and put a lamp right above its head.

Trainers must be familiar with the material they are teaching about! For example if they are going to teach about duck farming, then they should at some stage or other have been successful duck farmers. The same applies to chickens or rabbits. They should at some stage at least, have been successful chicken or rabbit farmers. Otherwise we are no better than sellers of theories.

In the text box above are some "value quickies" that can be very helpful questions to start off your training course. It helps the course leader and the participants to discover some things that they like and that are important to them, to better understand and respect the individual differences and preferences. You could include these questions at the start of the training course when every participant has to mention his/her name.

Value quickies

- *What is your favourite food?*
- *What is something you love to do?*
- *What is one thing you want to change in your community or neighbourhood?*
- *What qualities do you want in a friend?*
- *What makes you happy?*
- *What is the most important thing you want your children to remember?*
- *What is one thing you hope your children will have not to go through?*
- *What makes you angry?*
- *What are the qualities of a good husband or wife?*
- *If you found Kina 100, how would you spend them?*
- *What is something you did to help someone?*
- *What would you say if you met the Prime Minister of Papua New Guinea?*

Gutpela Tok Save 7: Safety and respect

We set in place a physical and emotional 'place' that is safe for participants. We do this by working with the community to decide where the training should take place, and when. What creates this feeling of safety?

- First, trust in the abilities of those who are running the course. It is important to make your own experience and abilities clear, without skiting.
- As people really believe in the value of what is to be discussed/learned, they feel safe that this program isn't going to be a waste of their valuable time. Remember that if Gutpela Tok Save 1 has been managed well, then the trainees will already be feeling safe - they will have been listened to by the trainers.
- It is important to review the outline of the training course at the beginning of the course with all the participants. Show them the way their time will be used. This allows them to see a start, a middle and an end. As they see the whole, they feel pleased. They feel safe.
- Allow small groups of four people to work around a table, spreading out some sheets and pens, or under a tree following a walk in the gardens of the participants. This will develop a sense of safety. They should be encouraged to talk about their own expectations, hopes and worries in these small groups.
- Trust in the sequence that is prepared for them, builds a sense of safety. Start with simple tasks that are easily achieved before moving to more difficult tasks.
- Create an environment where all input is accepted as good. When people realise that their input as questions or comments is valued, they feel pleased and will feel safe. Teachers do not empower adult learners, they encourage the use of the power that learners were born with.

Participants can be helped to provide the answers to their problems, but make sure that they are the ones thinking and providing answers. This is how participants take an active part in learning.

As people start to feel safe, you will see this in the way they relax, smile, talk to each other and relate over a cup of tea, some sweet potatoes or beef crackers.

How can we destroy that sense of safety?

The biggest way to destroy safety is for the trainer to ridicule the

question or answer of any person. If we as trainers are unwilling to listen, or acknowledge the input of a villager, then safety is destroyed. This affects everyone, not just the person who is hurt.

Gutpela Tok Save 8: Good Relationships

Good relationships grow out of Gutpela Tok Save 1- Effective Needs Assessment. These good relationships involve respect, safety, open communication, listening and humility. The very first time a teacher meets those who are to learn, that teacher needs to show a willingness to listen, to learn from the learners. Indeed there must be a strong sense that everyone is learning together.

There must be a strong sense that everyone is learning together.



8 Gutpela Toksave - For any training session

Gutpela Tok Save 9: Learning by Doing

There is little doubt that we all learn best by doing. How often does your training course allow people to do something?

The key in principle 5 is that after doing something, we reflect or think about what we have done. Here are some questions to put to the group.

- What have we just done?
- Why did we do it?
- How could we have done this better?
- Should our neighbours also do this?
- How could we encourage other people to do this?

Remember that each community is a bit different from another, so that their own actions and experiences will change the things people learn. This is good, and should be encouraged.

During a visit after a training course (yes, there should be follow up visits) one of the key lessons that the trainer will learn, is how the participants have modified the learning to fit in their own village. This process of adapting the learning to a particular setting, that is owned and managed by participants, is crucial to long-term success of a program of development among villagers in PNG. Look for differences in the ways that men and women have adapted the learning to fit their own context.



Running a good demonstration

There are three steps in running an effective demonstration. These are:

Issue	<i>It helps when I...</i>
Tell	<i>Explain and instruct the learners - keep it simple. Can everyone hear and see? Have you explained the safety aspects, warning and teaching people so that they are not going to have an accident?</i>
Show	<i>Demonstrate the task, firstly at normal speed, then again, much slower, explaining each step. Keep the process in a logical order. Remember safety is a priority!</i>
Do	<i>Allow the learners to do the task, providing guidance and assistance. Have you thought about how many helpers you will need to work with your learners? If your task is grafting/budding citrus - have you got enough tools and plant material for everyone to practise with?</i>

Do you need to have some items that participants can buy? For example a budding knife is a specialist tool and will need to be ordered early. Planning ahead is important.

Helping participants to take an active part in their learning is very important, as this helps them to remember what they have been learning and makes it easier for them to use what they have learnt later. When we teach participants, we should let them take an active part in the lesson rather than have them sitting and listening only. When participants are actively learning, working in small groups or in teams, they do not want to stop when we ask them to make a break. They forget about themselves, about having tea breaks or even about their lunch. They are too excited and

interested in what they are learning. When this happens, they are really learning. If it doesn't happen, people do not learn very much.

When participants pay a course fee, you can know they are interested in what you are planning to teach them and they are likely to take an active part in their lessons.

All successful lessons must make sure participants take an active part in learning.

When participants are actively learning, working in small groups or in teams they do not want to stop when we offer them a break. They forget about themselves... they are too excited and interested in what they are learning. When this happens, they are really learning. If it doesn't happen, think again about the way you are teaching. Is it time to start a different activity, plan something else. Boredom kills the learning process.

Gutpela Tok Save 10: Role Playing

When people are asked to act in front of a group as if they were doing something that may happen in their lives, this is called role-playing. The leader tells the actors who they are and what they are supposed to be showing. The actors then try to show how they would act if this was happening to them.

Role-playing gives learners a chance to try out new ideas, skills and attitudes that they have been told about in the lesson/workshop. This method helps the actor and those watching to understand more about the ideas, actions and feelings that are part of the lesson and to remember what has been taught.

We think it is very helpful to use role-playing when lesson topics are about sensitive issues such as gender, HIV/AIDS, conflict resolution or attitudes/behaviours. Role-playing helps the watchers and the actors to understand more about the feelings and thoughts of another person. Sometimes it is good to run the role-play a second time, but this time stop the role-play half way through so that the whole group, actors and watchers, can think about and discuss what has happened and how the problem could be made better. Role-playing can be a way of getting people to talk in a way that could not have taken place if the role-play had not happened.

Be careful. Make sure actors do not hurt each other in the process of doing a realistic role play.

*I hear and I forget
I see and I remember
I do and I understand!*



Gutpela Tok Save 11: Remember the needs of adult learners

Adults may remember lots of bad experiences – from school or other training courses. They may have been embarrassed because they don't read and write well, maybe they don't understand English well... Maybe their eye sight isn't good and they don't have good glasses.

What can we do about these issues?

Before you read the list below, you may like to talk about the issues that are likely to face the learners you work with. What are the steps you have taken that work well to improve the learning experience for people?

Issue	<i>It helps when I...</i>
Speech	...talk clearly and slowly.
Visual aids	...prepare charts that are large and clear.
Language	...use local language rather than English.
Let's have fun	...use laughter and exercises to make everyone relax.
Children	...plan for some people to be available to help look after children, so that parents can concentrate on the learning.
Examples, stories	...use stories that help others to understand how the training fits in with other villagers' lives.



Gutpela Tok Save 12: Practise what you preach

It is not good enough to be a trainer only. You must be a 'do-er' as well. This means that if you are teaching people about something and you really want them to learn, then you must have practical, first hand experience of what you are teaching.

So:

1. If you want to teach people about gardens - first take a look at your own garden. Have you got examples, ways of doing things that will be useful for other farmers?
2. If you want to teach people about duck farming - take a look at your own ducks. If you haven't got any and haven't kept ducks before, then don't try to start teaching others.
3. Experience really counts when teaching adults and young people. They want to trust you, and trust develops from the stories you are able to tell about your own experiences.
4. People will see that as you hold the animals you have experience - you are confident with them, holding even big, strong animals easily and carefully.
5. So, practice what you preach, before you preach!

Experience really counts when teaching adults and young people



Gutpela Tok Save 13: Respect for Learners as Decision Makers

This simply means that we treat participants as real human beings, not unlike ourselves. They have responsibilities, plans for their future and challenges. So, engage the participants in the process of learning as much as possible. You could ask a question like, 'What else do you feel you need to learn about this topic?'

You could provide an outline of a course, then ask people, 'Which of these items seems like it is going to be most useful to you in your work/lives?' This kind of question puts you both on the same level, as contributing, thinking adults.

By treating participants as we should, as adults, this in itself becomes a powerful motivator for them. Don't ever do what the learner can do; don't decide what the learner can decide. The learning is in the doing and the deciding. We as teachers or trainers, must be careful not to steal that learning opportunity from the adult learner.

For learning to take place there must be respect between the teacher and the participants. People are not only willing but also ready and eager to learn when they feel respected. What creates this feeling of respect?

<p>Trust between the participants and teacher</p>	<ul style="list-style-type: none"> • <i>The participants need to trust that they will get what they need from the course, and that the teacher is a good teacher and knows what they are talking about. This makes the participants feel happy and comfortable.</i> • <i>It is important for you, the teacher, to show by your actions and words that you know what you are talking about and are a good teacher.</i> • <i>You can show this by using good written materials (eg hand out booklets on Muskovy duck farming, or budgeting, or marketing etc) and by the words you use and how you say them in your introduction.</i> • <i>You show this also by telling your own stories that are part of your broad experience.</i>
<p>Make sure the participants know the goals of the course</p>	<ul style="list-style-type: none"> • <i>It is important for the participants to know what is expected of them.</i> • <i>They need to know what they can expect of you - when you will be available both during and after the course.</i> • <i>Allow them to add to the course. If there is something they would like to add, it will show them that suggestions they make will be listened to and that it is possible to change the course to more closely meet their needs. See under our first Gutpela tok save - Needs Assessment on page 16.</i>

<p>Start simply</p>	<ul style="list-style-type: none"> • <i>Begin with simple, clear and easy tasks or activities before talking about harder and more complicated issues.</i>
<p>Acknowledge every contribution</p>	<ul style="list-style-type: none"> • <i>For example say thank you for questions or contributions from participants before you give the feedback.</i> • <i>This is especially important right at the start, to set a tone for the way questions are handled by the trainers.</i>
<p>Have group rules and participation guidelines that tell participants how they should behave</p>	<ul style="list-style-type: none"> • <i>All groups have rules about the way its members should behave.</i> • <i>By saying these rules and talking about them with the participants at the beginning of the course, you will help to make sure that people know what is expected of them and you will build an atmosphere of trust and respect.</i>

When we really apply respect to our relationships, we find learners who know they know! How? ¹



¹ Learners know they know, because they have chosen to do what they are learning. Simple eh!

Gutpela Tok Save 14: Learning by using all our senses

When we come across something new we find out about it by looking at it with our eyes, hearing about it with our ears, smelling it with our noses, touching it with our fingers and maybe tasting it with our tongues. After we have used our senses to get to learn all we can about it, we think about it with our minds so that when we come across it again we will remember what it is. The more of our senses we use in finding out about something the better we are likely to remember it. If we only use our ears to hear about something new and do not see it with our eyes or touch it with our hands we are less likely to remember it.

Using one or more of our senses to find out about something is called learning. When you prepare a lesson we should always try to get the people we are teaching to use as many of their senses as possible. Thus, you could either teach your participants how to hold a duck or a chicken by:

1. Simply telling them how to do it,
2. Or, better still, showing them how to hold a duck or chicken by holding one yourself while they are watching,
3. Or, even better yet, first tell them how to do it. Then show them how to do it by doing it yourself while they are watching. Finally, get each of the participants to actually hold one themselves.

If you get your participants to use a combination of senses as is shown in the learning method in number 3 above, they are much more likely to be able to hold a duck properly again in the future than if you try to teach them using only the method in number 1 above.



Gutpela Tok Save 15: Getting Quick Results

We want to spend our time studying content and learning skills that will make a difference now

Most adults do not have time to waste. They want to spend their time studying things that will help them now (principle of immediacy). They want to see results as soon as possible. Often when training courses do not produce quick results, it is hard to keep participants interested for the whole course. So make sure that each course and lesson you teach has some things that will give quick results, which means that the participants can use what they are

learning straight away.

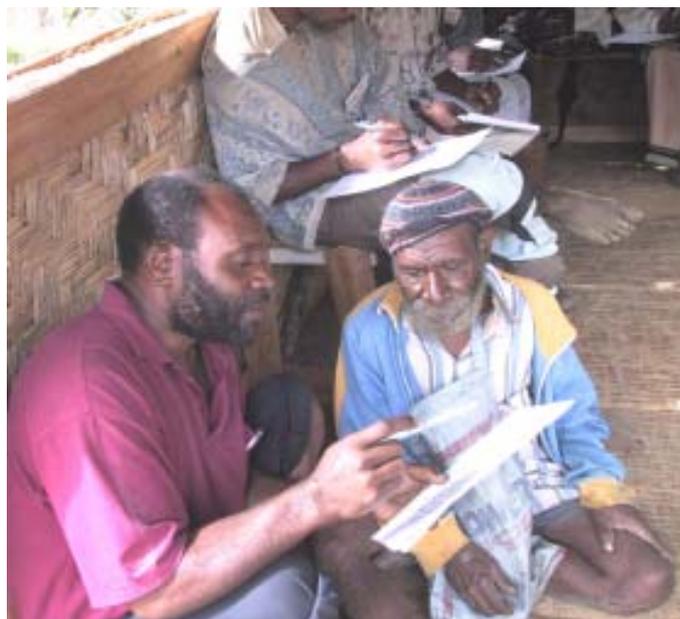
For example in the lesson about integrated farming, you can take a few Yar trees with you to the training site and plant them in the gardens you are working in. Or you can make a compost heap together. When you go back for the follow-up workshop or for an extension visit, you will be able to reinforce your teaching by pointing out the Yar tree you planted or the compost that has been made in the compost heap. These are quick.

We want to spend our time studying content and learning skills that will make a difference now.

Here is a useful question to ask - 'How can you use this new skill most effectively?' So learners, again as subjects not objects, decide on the value and application of the new skill.

The principle of immediacy helps a trainer to determine the best order for a course.

For example, if we were teaching time management, we could run some sessions then ask the learners to re-organize our use of time, in the course. That is using the principle of reinforcement as well as immediacy.



Gutpela Tok Save 16: Provide positive Feedback

Feedback is information that the participants are given about the quality of their work. Positive feedback is probably the most powerful tool that a course leader can use to make the participants excited about doing the work. Effective feedback must be:

Specific	<ul style="list-style-type: none">• <i>Your feedback could be “your brooder or nest box is exactly the right size”.</i>• <i>Or “that record keeping book is just great”.</i>• <i>Be specific about what is right, before you get to make any suggestions about how it could be improved.</i>
Constructive	<ul style="list-style-type: none">• <i>Your feedback could be “your nest box is made out of bush material only. This is excellent as it will save you costs for nails or timber that you would need to purchase otherwise”.</i>
Prompt	<ul style="list-style-type: none">• <i>Generally it is best to give feedback straight away as the situation demands it.</i>
Positive:	<ul style="list-style-type: none">• <i>Positive feedback highlights the improvement and progress rather than focusing on the mistakes.</i>

Markus tells us the following story about his duck and chicken farming training courses:

‘We usually make a display of the nest boxes and brooders built by the participants. We then ask an outsider to decide which is the best nest box and brooder and give the makers of these a small prize. We discuss the nest boxes and brooders with all the participants and give positive feedback to them about the quality of their work and the effort they have put into building them’.

Gutpela Tok Save 17: Clear Roles

If the learner sees the teacher as a professor, above reproach, beyond questions and past fun, then little real dialogue is going to happen. Adult students need reinforcement of the reality that we are all learners together.

I have found that it is always good to be in a position of being a learner, especially at the start of a training course. There are many skills that community members have that an outsider doesn't know. Simply asking questions and trying new skills puts us the teachers, in a new role - that of a learner. Later when we become the teacher, we are perceived differently. We are a little more human. People not so long ago were laughing at our clumsy efforts (weaving etc) and rather than diminishing our role as teacher, it was enhanced, because we were a little more human.

I started a 3 week training course some time ago with a simple question. Tell us the funniest, or most embarrassing thing that happened to you when you were about 5 years old. Trainers and learners all shared these funny moments as a way of 'breaking the ice'.

When you teach adults and try to get them to take part in the lesson, they can sometimes try to take over the training course or decide what will be taught in the course. It is important that you and the participants know the difference between making suggestions and making decisions. The course leaders should make the decisions about what is taught in the course, but should listen to suggestions made by the participants. Then possibly change the course content a little if those suggestions will make the course better.

There needs to be trust and respect between the course participants and the course leaders. For trust and respect to happen it is important for the leaders to spend enough time with the participants away from the class as well as in the class.

To make sure this happens we have a rule which says when we visit a community or conduct training with farmers, we must stay with them for more than just a few hours. This means that you should spend at least a night with the group. Time spent talking and doing things with adult learners when you are not teaching them, makes it much easier for them to:

- Ask you hard questions.
- Disagree with a point you have made.
- Listen to what you have to say about something they have thought of.

Sleeping in the village/community and eating with the participants creates a strong relationship of trust and respect, which helps to make your teaching successful. This relationship of trust and respect will help the learners to feel happier to try the new ideas, skills, techniques and attitudes that they learn about in this kind of course.

***Successful trainers have their say:
sleeping in the village/community
and eating with the participants
creates a strong relationship of trust
and respect which helps to make
your teaching successful.***

Gutpela Tok Save 18: Group work

Team work or group work greatly helps learning. Here are some ways group work can help your training course:-

Makes learning easier	<ul style="list-style-type: none"> • <i>Working as a group makes it easier for adults to learn and interact with each other.</i>
Skills and knowledge are shared positively	<ul style="list-style-type: none"> • <i>When people work as a group they are able to use the skills and knowledge of each group member, so that together they can do something that is better than anything any one of the group members is able to do by themselves.</i>
Find solutions to problems	<ul style="list-style-type: none"> • <i>The group works together to find a solution to the problem they have. It can be more fun to work in a group as no one member of the group needs to know everything.</i>
Competition adds interest and fun	<ul style="list-style-type: none"> • <i>Competing between groups can also add to the fun of learning.</i> • <i>Teams invite the healthy energy of competition. The aim is to ensure that learning allows for healthy pride in a job well done.</i>
Fits in PNG culture	<ul style="list-style-type: none"> • <i>People enjoy working together – building houses, making gardens, digging ditches, cleaning clothes... so teamwork in a training course fits well within PNG culture.</i>
Sharing of responsibility	<ul style="list-style-type: none"> • <i>People like the shared responsibility of working as a group.</i>

Teachers can put participants in a group with friends, as it is easier for them to work with people they already know so that they can gain as much as possible from the group. This makes it easier to do difficult tasks. If you as a teacher, see a couple of the members of a group are not working well together, you should stop the trouble from affecting their learning by shifting them to different groups.

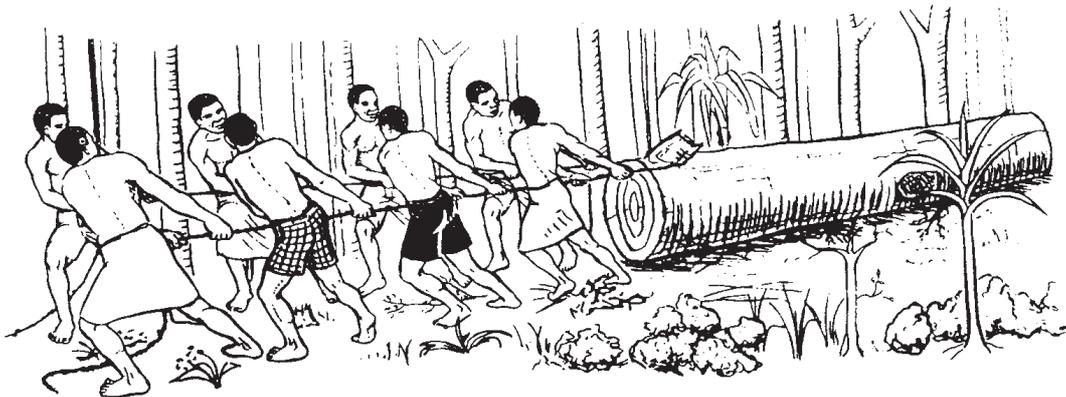
When you are deciding who should go in which group, it may be best to form groups in which the members are about the same age or are either male or female. As much as possible, allow people to go to groups that they choose. However watch carefully and help one or two outsiders into groups, making sure that they are introduced to the group they are going to work in.

In a team, learning is made better by peers - those who are our equals. Actually, peers hold considerable power in a community setting. They are often more important than the trainer who will leave in a few days or a week. So peers can create safety for a learner who is struggling, but they can also be harsh and cruel. A good trainer will try to ensure that peers work positively to enhance the learning and safety for everyone.

Gutpela Tok Save 19: Making your lessons enjoyable and interesting

To make your course interesting and enjoyable for the participants they should feel: -

1. That they are happy and comfortable. You can make them feel happy and comfortable by ensuring that they do not feel shamed because they sometimes give a wrong answer. Also by helping them to feel they do know some answers and are not stupid. Show them that you like them and try not to appear to be too bossy.
2. That they do know something: make sure that you always say they have answered or done well ("that was a good question" or "thank you for your contribution") so that the participants can see that their effort is worthwhile.
3. That they are learning interesting things: The lesson should have some parts that are new, challenging and rewarding.
4. That they can help the workshop to be better: participants are encouraged to say what they think whenever possible. For example let them go and select the feed they think is suitable for the ducks/chicken and ask them why they selected that feed.
5. That they are learning information that is of use to them: participants need to be able to use the skills, knowledge or attitudes you are giving them in the workshop to make a difference in their lives now.
6. We sometimes use the following questions for people to answer on a sheet of paper, at the start of the second and third day of a training course: (This only works if people are able to read and write)
 - A. List three things you are enjoying about this training.
 - B. What things should be changed about this training?
 - C. Any other comments to help make the training course better?



Gutpela Tok Save 20: Helpful fault finding

Make it a rule to use feedback with praise 5 times as much as you use helpful faultfinding

Helpful faultfinding is similar to giving feedback to people. Instead of saying the work someone has done is no good, focusing on their failures and mistakes or even saying they have done so badly they can no longer take part in the workshop, they are given the information they can use to fix what is not quite good enough. Helpful faultfinding tells them that while they have worked hard there is something that needs to be fixed because it could cause trouble later if it is not corrected. For example you could say "You have put a

lot of work into building your duck shelter, but this fence is not very strong and

dogs may get through it into the duck shelter to kill all the ducks. If you want to make sure that this doesn't happen, you could put some stones along the fence so that the dogs will not dig a hole under it and kill your ducks".

You could say when you are looking at a fence that is built strongly, "This fence is built so that dogs will not be able to get through it and kill the ducks". Those who have not done a good job with their fences will take note and improve theirs. This kind of praise about a job well done gives the same results as helpful fault finding without causing shame to anyone.

In general, fault finding, helpful or not, does not have to be used very often. Many course leaders/trainers use fault finding too often when they do not know how to use feedback properly. Make it a rule to use feedback with praise 5 times as much as you use helpful faultfinding.

Mary's story:

Mary was one of the participants in a duck farming course. She watched as people went from farmer to farmer, looking at fences, and shelters. Just listening to the positive comments about good strong fences and shelters, helped to encourage her to go home and strengthen her own fence. She didn't want dogs to come and eat her ducks.



Gutpela Tok Save 21: Praise

For praise to be useful it is better to praise well rather than very often. Here are some ideas for using praise in lessons:

- When you praise you must mean it because you think what you are praising is really good. It should be given when the activity you are praising happens, rather than later. The way you praise people should not always be the same. Praising because you really think what has been done is good is the most important thing. (Example: If someone has worked very hard at making a good set of records you could say “This record book is just great. Well done”).
- Praise is best when it is based on one event rather than being general. (Example: You all answered the test very well. Most of you had only one or two mistakes.)
- Praise is very good when it praises something that someone has done because of his or her work, knowledge or skill. (Example: The way you have made the nest box is very good. It is the right size, it is strong and you have made it completely out of bush materials.)

Gutpela Tok Save 22: Engagement

Learning happens best when learner and trainer engage together in worthwhile discussion and activity. They work together, often eat together and hopefully spend some time playing together. This is engagement. As Jane Vella states, *‘When learners are deeply engaged, working in small groups or teams, it is often difficult to extricate them from the delight of that learning’*.

Gutpela Tok Save 23: Accountability

Accountability ties all the other principles into one unifying whole. The way we design learning events or training courses, must be accountable to the community members for whom the training is intended.

What was proposed must be taught, what was meant to be learned must be learned, and the new skills must be clear to the community members themselves. Men and women must have had equal opportunity to learn.

Finally, the learners are actually accountable to themselves. They must be able to recreate the learning in their own space, or garden or home, in ways that are immediately useful in their own context.

Gutpela Tok Save 24: Use well thought out questions to create interest and revise learning

Well thought out questions make the instructor and the participants learners together. These questions help participants to make a connection between what they already know and what is being presented. Such questions cause participants to:

- Try to work out why something happens.
- Try to put ideas they have heard about into practice.
- Try to check that something is true or not.
- Try to see if one thing is better than another.
- Try to work out how to tell someone else about what they are being taught.

The table below gives you some examples of questions that encourage participants to think carefully and thoughtfully about what they have been taught.

Examples of well thought out questions
<p>What is another example of?</p> <p><i>(What is another example of a good protein feed for ducks?)</i></p>
<p>How could be used to ?</p> <p><i>(How could duck manure be used to help your vegetables?)</i></p>
<p>What could happen if.....?</p> <p><i>(What can happen if many male ducks share the same shelter?)</i></p>
<p>What are the strengths and weaknesses of?</p> <p><i>(What are the strengths and weaknesses of Muskovy ducks?)</i></p>
<p>What do you already know about?</p> <p><i>(What do you already know about HIV/AIDS?)</i></p>
<p>Explain why, Explain how</p> <p><i>(Explain why it is important to have a fence around the duck shelter)</i></p>
<p>What is the difference between?</p> <p><i>(What are the differences between Muskovy ducks and True ducks?)</i></p>
<p>How can you stop this problem?</p> <p><i>(How can you stop ducks eating their own eggs?)</i></p>
<p>Do you think that what has been said is right or wrong?</p> <p><i>(Do you think that all women are made to help men?)</i></p>
<p>Why is it important.....?</p> <p><i>(Why is it important to separate ducklings from other ducks?)</i></p>
<p>How does affect.....?</p> <p><i>(How does HIV/AIDS affect the community?)</i></p>
<p>What do you think causes? Why?</p> <p><i>(What do you think causes ducks to eat their own eggs? Why.....?)</i></p>

9 Gutpela Toksave - To end your training course

Gutpela Tok Save 25: Finishing the course well

Everything has a beginning and an end. If the end of a course is good the participants are more likely to remember and use what they have been taught and are more likely to come to a similar course in the future. It will also help strengthen the group spirit between the participants and the trainers/course leaders. The last benefit is important to us as we want to continue to work with the group in the future.

To finish the course well you could simply thank the participants for the way they worked during the course, or it could be a bigger event where certificates are given out in a small ceremony. Some ways to end the course well are as follows:

- Having a party. Everyone likes parties and participants can feel proud of what they have done as the others clap them for what they have done during the course.
- Telling participants they have done well. This can be a simple statement saying they have done well and you are happy with them or you can be more formal as you hand out certificates. The goal is to recognize anything the participants have done during the training course. The instructors or the participants or both can do this.
- Talk with the participants about follow-up. Set a date that you and they agree on.

Don't forget to follow-up with your group. Send a reminder a week or two before the date for the revision visit.



Gutpela Tok Save 26: Evaluation

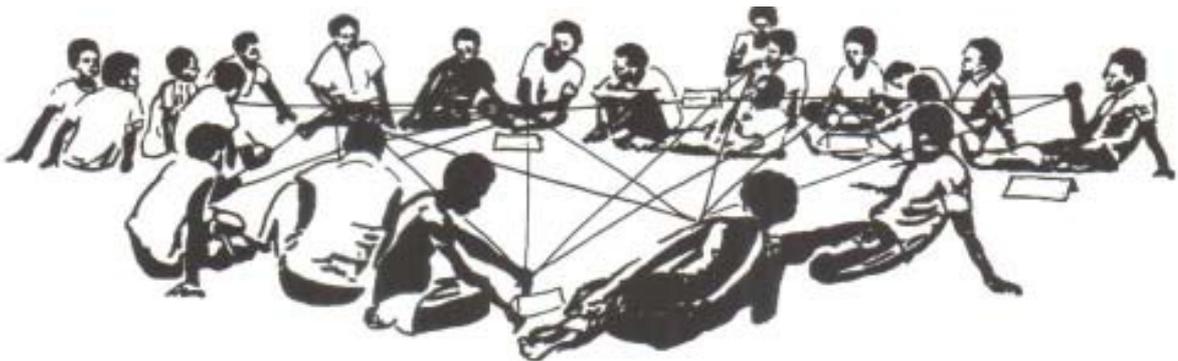
At the end of the day of the training session or the entire course, you can get a quick overview by choosing one of the following questions below. You can go around in a circle asking each participant to share his/her response with the group.

This kind of evaluation, followed by the referred to questions, helps:

- The course leader to know what the participants thought to be most important (you can then stress this information in the future).
- The participants to reflect and comment on the day's happenings.

For variety, try a different **question** each day:

- What new idea did you learn about today?
- What was the most interesting part of today's session?
- What idea will you be sure to share with someone outside our group?
- What was most meaningful to you today? Least meaningful?
- Which of your behaviors will you change as a result of today's session(s)?



10 Putting it all together in PNG

“Quickies” on effective training:

- Continue to ask yourself: “How can I improve involvement and exchange among the participants while diminishing my role as a leader?”
- Encourage dialogue/interaction between participants and with you as course leader as much as possible.
- Remember that an important overall aspect of the training is to help participants to increase their self-confidence and feelings of self-worth.
- Encourage each other to express your ideas.
- Encourage each other to accept each other’s ideas, experiences and feelings.
- Try not to talk too much. Let participants do most of the talking.
- Be willing to share leadership and actually give over the leadership to the participants whenever you can and when they are ready to accept it.
- Evaluate often. Even a simple “what was most helpful or what was least helpful” at the end of a session or day can be beneficial to all.
- Set time limits for small groups and encourage them to stick to the limits. This will help them to learn to accomplish goals within a time frame and to set priorities.
- Don’t feel you must have all the answers. Much is to be gained when participants must work on problems and find their own alternatives or “solutions”.
- Be prepared and well organized.
- Try to make the physical training environment as comfortable as possible. Is the training area reasonably clean? Is there adequate space for everyone?
- Remember that the process, as well as the goal, is important. Are people enjoying themselves? Are they changing? Are they growing?
- Above all, remember to treat each other with RESPECT. We all need to receive it and we can all give it.



PART III

Useful tools and checklists

Preparing a Training Manual

Making Training Course Rules

Checklist for Teaching Tools and Course Leaders
Luggage

General list to get ready for your Training Course

Helpful tables to conduct your Training Course

Checklist prior to, during and after training

Example of Training Program Lesson Outline

Devotions

Literature

Manual Evaluation



11 Preparing a training manual for a training course

A manual may have a mixture of theory and practical. Remember most people learn best by working together, doing what is being taught. Our focus is not on theoretical knowledge, but rather on assisting people to learn together.

You could divide the manual into lessons. If you do this, then we suggest you provide the following headings in each lesson.

1. Goal and purpose of the lesson or what the farmer will learn.
2. Time to allow for the lesson.
3. Materials needed.
4. How to do the lesson.
5. Background notes.
6. Education tips – some of these could come from this manual.
7. Photos.

For a good example, get hold of a copy of the duck or chicken farming training manual.

Most lessons require the use of some tools such as a black board, perhaps some garden tools, animals, cooking pots etc. Prepare beforehand and think about how many items you will need.

12 Making Training Course rules

Having training course rules helps participants to know what is expected of them. Here are some rules we found helpful. They could be added to your training manual. You should also write the rules on the white/black board or have them ready on a stock feed bag and explain them carefully to the participants.

- **Husband and wife shall attend the course.** If a participant is married their husband or wife must attend the course also. Men are the ones who usually attend such training courses. Ask the following questions: Who looks after the children? Who looks after the pigs? Who looks after the garden? Usually women! This is the reason that all married participants must bring their husband or wife with them as the women are the ones who are most likely to do most of the work of looking after the animals or garden. You should welcome women specially and praise them for attending the course.
- **All questions are allowed.** Any one can ask questions whenever they like: make it a rule that all questions are allowed and that no question will be treated as bad or silly. Encourage participants to ask questions. Participants will learn more if they ask questions. After the training course is finished, the teachers will leave and won't be able to answer any questions. Remember: you do not need to know everything! If you do not know the answer, ask the participants to see if any of them know the answer or if they know anyone who might know. If you can not find an answer ask the participants to wait until you come back and have found out about it.
- **Listen to each other.** Talking between the teachers and the participants is very important. However, talking between the participants is important too. The more we listen to each other the more we will learn from the training course. It is easy to learn if there is respect between the participants. This will mean that they feel happy, that they all listen carefully to each other and that no-one acts as though they are the boss and knows everything.
- **Attendance is compulsory.** Make it a rule that attendance at all sessions is compulsory for all participants. It is only if the participants attend all the sessions that we can be sure that they will have all of the knowledge and skills at the end of the course so they can be successful in the area that is being trained.
- **Do your "homework".** Participants that do not meet the training course goals receive no completion certificate.

13 Checklist for teaching tools and course leaders luggage

Make your tool kit

According to your particular training course a tool kit may include:

Carpentry tools

- hammers
- pairs of pliers
- pairs of tin snips
- saws
- bush knives etc.

Teaching tools

- Black board or white board
- Butchers paper
- White board markers and permanent markers
- Livestock for demonstrations
- Photos, drawings
- Prepared course training schedule
- Prepared course rules
- Note books
- Name tags
- List of participants
- Test papers copied
- Evaluation papers copied
- Certificates
- Camera
- If necessary, tarpaulin
- Trainer's manual
- Personal teaching notes

Other helpful tools

- A camera is great, to help you record the training course.

Course leaders personal luggage

- Pack bag
- Sleeping bag
- Pillow
- Soap
- Toilet paper
- Changes of clothes
- Torch
- Coleman Kerosene lamp with spare mantle and generator
- Kerosene

14 General list to get ready for your training course

The lists below are general ones. Take some moments now to make your own lists – type or write them up and print onto card that stays with your bag and another copy in your car. Check before leaving home that you have what you need.

Meetings, workshops, seminars- office related

1. Advance bookings for meals, morning and afternoon teas? Cutlery, plates, cups etc on hand or booked?
2. Advance bookings of vehicles, accommodation, meeting rooms, equipment, people notified?
3. Bluetack.
4. Guest speakers - accommodation - pickup and drop off for meetings?
5. Drivers know what is required of them and when?
6. Nametags.
7. Notebooks and pens for participants.
8. Overhead projector - acetates, screen.
9. Paper - large for group work/posters and small.
10. Paperclips.
11. Pens for overhead projector.
12. Phone on hand, battery charged? Phone checked?
13. Slides and projector and screen.
14. Spare bulbs for projection equipment.
15. Tables and chairs.
16. Video player, tv.
17. Video (multimedia) projector- booked in advance?
18. Whiteboard cleaner and rags.
19. Whiteboard markers.

Farmer visits/on-farm research

1. Farming families involved in planning for meetings - do they know when the next visit/meeting is scheduled?
2. Maps clear for all those travelling?
3. Trial plans available for all?
4. Recording sheets - copies available-pre-planned so that data can be entered into a computer easily? Plot order on record sheets so that there will be no confusion when recording in the field?
5. What happens if it rains - covers/ umbrellas/parkas?
6. Appropriate tools for all activities - only you can answer this. Think about it, discuss with extension officers and farmers before you get in the vehicle and drive a long way only to find that you have left behind something important. The lists below may help.
7. Weighing equipment - buckets, cages, weighing sheets?
8. Electronic scales - battery charged, spare battery? Power supply for recharging where possible? Contingency plan if battery power fails?
9. Cutting equipment.
10. Ladders.
11. Weeding equipment.
12. Fencing equipment - posts, wire, nails, staples, tie wire, stays, spades, crowbars, bush knives.
13. Tattooing equipment - ink, enough numerals and numbers.
14. Baskets, buckets, boxes, plastic and paper bags available to bring produce back to research station if necessary.
15. Soil moistures - cans with lids-permanent labels - record sheets pre-planned?
16. Soil augurs?
17. Vehicle checked?
18. Clipboard with plastic bags as cover in case of rain. Pens that can write when a little damp, but ink won't smear?
19. With a large group you may need two or more of some items. Have you enough of each tool?

Travel planning and vehicle checks

1. Water (radiator, windscreen and drinking water).
2. Tyres including spare - pressure and damage.
3. Fuel including extra if necessary.
4. Means of paying for more fuel as travel commences.
5. Spare key.
6. Torch.
7. Itinerary ensures that driving at night in dangerous areas will not be necessary.
8. Driver booked, and *per deims* agreed upon before travel commences.
9. Tow rope and rope for tying down load.
10. Plastic or canvas covers for protecting cargo.
11. Animal cages if animals to be transported- check to ensure urine etc will not damage vehicle.
12. Movement permits arranged for animals?
13. Seat belts working properly for all passengers?

Finally, when you are getting ready to leave the community

1. Are the farming families involved in the activities - eg demonstration plots- absolutely clear about their responsibilities while you are gone? Are you sure they understand and are happy about what is required? Some further time now for you to listen to their needs/suggestions is very important. Remember the plots belong to them as much as to you.
2. Is the area fenced adequately?
3. Have you left behind copies of trial plans and trial protocol (perhaps just a simple set of rules/guidelines relating to the way the trial should be managed).
4. Have community leaders been briefed adequately?
5. Have you visited other organisations that may be involved or interested in your research (eg. DPI, NGO, church etc).



15 Helpful Tables to conduct your training course

Setting Priorities for Training Topics

Think of a training session you expect to run.

Now, identify in the three columns below the must know, should know and nice to know (if there is time) things that you want to cover in the training you will run.

Must know	Should know	Nice to know

Now look critically at your list, thinking about the time available for your session. What needs to move from one column to another?

Training Session Plan¹

Title	
Date/Time	
Learning outcomes	
Assessment criteria	
Introduction? I will show the need for this session by:-	

Body (you will use either the information style or the skills style)

Information	
Content	Teaching strategies
or Skills	
Operations	Key Points

Conclusion

¹ Use as much space as you need for this session plan. From David Kay's material (www.dktd.com.au).

Session Evaluation Checklist¹

Presenters name _____

Topic _____ Date _____

Place a tick in a column on the right	Tingting bilong yu?		
	i no gutpela	orait tasol	gutpela tru
Introduction			
Aroused interest, participants seemed motivated to learn this			
Objectives were clear			
Gave lesson overview and told participants how much time would be spent			
Allowed time for questions from participants			
Main body of the session			
Key points clearly explained			
Topic was developed in a logical manner			
Used examples, stories, illustrations			
Actively involved everyone- men and women			
For practical skills, everything was ready and appropriate			
Enough time was given for practise for everyone, not just one or two participants			
Conclusion			
Summarised main points			
Provided plenty of support and encouragement to the learners			
Linked to the next session			

¹ Use this sheet as a basis for your training evaluations, but remember this is just a template. Change it to suit your needs. Remember to discuss your evaluation with the trainer.

Place a tick in a column on the right	Tingting bilong yu?		
	i no gutpela	orait tasol	gutpela tru
Presentation Skills			
Language was appropriate for the group			
Speech was clear and loud enough			
Eye contact was good			
Delivery style was interesting			
Training resources were well used			
Other			

Overall comments

Suggestions for improvement:-	These things were really good, keep on doing these:-

Evaluating a Demonstration

	Yes	No
Started the session by telling a story of another villager that increased the interest of trainees.		
Told villagers what would be covered in the demonstration and what their involvement would be.		
Explained the importance of this task.		
Asked the villagers if they had any questions before they got started.		
Made sure that all the things needed were ready and close at hand for the demonstration to flow well.		
Explained and gave names for any tools or equipment that were needed.		
Did the task once, silently and at normal speed.		
Did the task a second time, this time giving information in a step by step manner, explaining WHY and HOW it is done.		
Used simple language, and small logical chunks to work through the task.		
Asked the group questions, answering so that everyone was able to hear.		
Responded positively to all questions.		
Had opportunity for all learners to practise the new skill.		
Gave helpful advice and feedback to the learners as they did the task.		

Self Evaluation Checklist

As trainers, we are always wanting to improve. Sometimes we don't have people there who can offer useful criticism, or advice. Use this checklist to help you.

	Yes	No
I introduce myself to the group, but try to keep things as informal as possible, remembering that I am a learner too.		
I try to smile and look relaxed and therefore help to relax the group of villagers.		
I face people when training, and use eye contact to involve people in the training.		
I talk clearly, making sure that everyone can hear what I am saying- I project my voice to the back of the room or garden where people are standing.		
I think about location and how to make sure that annoying distractions are reduced.		
I make sure that translators are on hand if this is necessary (I make sure that the right language is being used as much as possible).		
I look relaxed and feel comfortable while training.		
I don't walk about like a 'caged lion' while training.		
I don't just focus on one member of the group, but do my best to involve everyone.		
I don't just focus on the women or the men, but involve everyone.		
I modify the way I run training depending on what time of day it is. Straight after lunch I expect people to be a bit sleepy, so we do some stretching or fun exercises.		
Whenever possible I get the group involved by asking questions.		
I remember to introduce my topic.		
I remember to summarise what we have learned, and its importance to life in the village or town.		
I linked this topic to others, taught by other trainers or to other sessions, (those already covered or yet to be completed).		

Evaluation Form

Write down three things that you liked during this training course.

- 1.
.....
- 2.
.....
- 3.
.....

Write down one thing that you did not like in the course

- 1.
.....
.....

What would you try to do better in this training course if you became the instructor?

.....
.....
.....

Monitoring training

There are many details that could be kept about training, but the obvious ones are:-

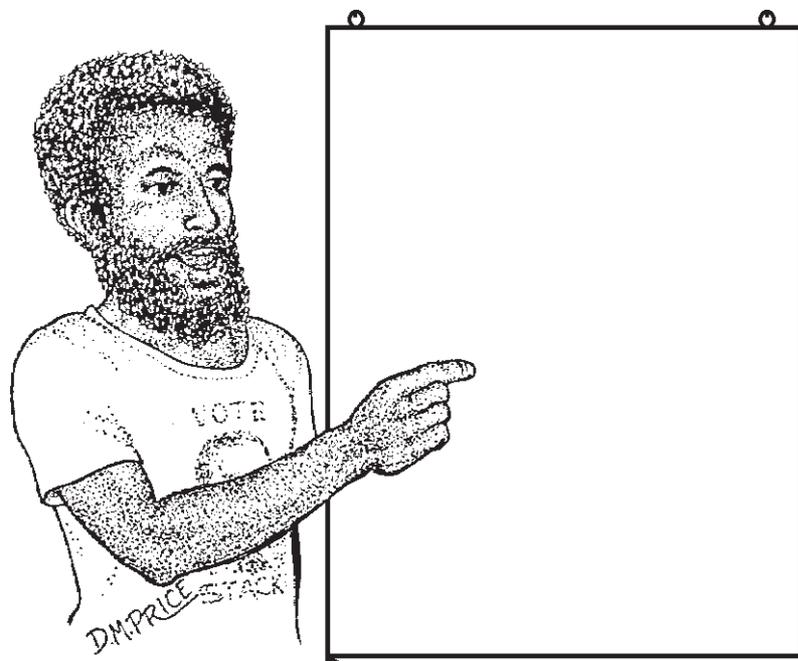
Name, gender, village, LLG, district/province, training course title, training dates, trainer names.

Get in the habit of always keeping this kind of information. Most organisations who fund training want this basic information, as well as some idea of the impact of the training. This is a separate topic- whole books are written on Monitoring and Evaluation.

Donors will want to know extra information. The following is a good start:-

- Costs.
- Number of participants trained in each topic.
- The amount of time spent on each main topic with the trainees.
- How many men and how many women, and approx. ages - eg under 15, 16 - 25, 26 - 40 and over 40.
- Some stories of what has happened in the lives of those trained always adds interest and vitality/life to your reports.

Keep reports brief and to the point.



Financial Reports and keeping track of money in and out

The training program will require simple records to ensure that money is spent wisely and according to budget. At the most simple, each person who is handling money will need to keep some kind of record, with ALL RECEIPTS.

See below for a simple example. What is missing from this table?¹

Details	Receive	Spend	Running Balance ²
Initial deposit of K300	300.00		300.00
Spent on food		25.00	275.00
Sold one bag of chicken pellets	28.00		303.00
Final balance			

¹ What about date, name of trainer and contact details for the trainer?

² This is the amount in the petty cash 'tin' at any time. If the tin doesn't have enough money in it, then I as a trainer am liable for the shortfall. Perhaps it was used by me to buy something for me personally or for a project. If I haven't got a receipt, then I can't expect to be reimbursed.

16 Checklist prior to, during and after training

Three months before the training

It is likely that there are many villagers who would like the opportunity to learn the skills you are teaching. How are these villagers going to be chosen? How are you going to inform villagers of the training?

Generally, when using participatory and practical learning/teaching methods the group should have less than 20 participants. It is important that married participants are encouraged to take part as couples. In the PNG context women usually take care of the animals and therefore their participation in the training course is extremely important.

Experience taught us that we should work with farmers from only one village at a time. When only a couple of farmers from a village take part in a training course they tend to treat the information about animal farming as secret and do not make it openly available to others in their village when they return home. Because of this unwillingness to share information, jealousy may arise in the village and affect the farmer's efforts. If participants from 50% or more of the families living in a village take part in the training course the information will be hard to keep secret. There is also a high risk of stealing if only one or two farmers from a village are looking after animals. Therefore we strongly recommend teaching farmers from only one village in each course, so there are enough people in the village with the animals and the skills to look after them.

Try to use a variety of methods when choosing who should participate, from the list below.¹

Who is to be invited?

1. Work through the LLG - Check with community leaders- no clashes with other rallies, meetings etc? Notices posted to leaders and pastors so that everyone knows what is coming up well in advance?
2. Invite participants through other NGO and church networks.
3. What about advertisements via newspapers, and local radio?
4. Presentations about this training at other training events.
5. Provincial shows- what about a stand that talks about all the training that your organisation runs each year. (This would mean some long term planning).
6. Produce a yearly training calendar.
7. Have brochures available that tell people the kind of training coming up, and most importantly give them information about who to contact for registration.

¹ Remember to always encourage a mix of men and women and think about age range as well. Is it alright to have some young men and women involved? Does it matter if some of the people are lapun? (old).

Trainers?

8. Are all trainers aware of the dates of the course and available to come?
9. Is there a good balance between male and female trainers?
10. Do the trainers have all the skills and experience needed, or do they need some separate training prior to the course? Do they practise what they preach- in their own family, or garden?

Logistics- Where, Transport, Costs...

11. Are other training programs aware of what is happening so that networking can be effective? Do your NGO programs meet regularly so that synergy can happen? Working together helps to make our programs more effective than if we just worked alone.
12. Accommodation booked?
13. MAF pre-booked - aware of the course and any special needs?
14. Bible study material available for morning devotions?
15. What costs will apply for rabbits, ducks, chickens and wire etc? Do people know this?
16. Are registration fees clearly set out and is it clear who collects the money?
17. If you are demonstrating particular skills, do you have the tools available or ordered so that people can buy them if they wish? For example a budding knife. Make sure people know about this, prior to the training.
18. Plants/animals etc available for demonstrations etc?
19. Farmer(s) agreed to have demonstration plots established- if appropriate?
20. If we t- what arrangements have been made for training the group?
21. Toilets, showers, other washing facilities ok?
22. Beds, mattresses, mosquito nets, torches and lanterns prepared?

Two weeks before course

1. Go through all the check list points above and see what still needs doing.
2. Registrations complete? Money in? Animals/plants in hand so that training can go ahead?
3. MAF reminded? If using MAF or other airlines remember to book any excess cargo requirements - eg for a patrol box of tools.
4. If taking animals by air, remember that MAF require cages to be protected with newspaper and plastic so that no pispis and pekpek can make the plane dirty.
5. Vehicle(s) available and booked if necessary? Does the driver know?
6. Reminder notice delivered to community? By post or in person?
7. Check accommodation booking is still okay?

Preparation visit²

At least one preparation visit to the village must happen before the training course is conducted, to make sure participants are aware of the commitment they must make. The following issues need to be addressed at the preparation meeting with the village/participants:

1. Contribution (course fee).
2. Place to hold the course.
3. Food for participants.
4. Accommodation for the course leaders.
5. Participants need to organize themselves to be ready for the training course. Some of the questions they need to answer before the course starts include:
 - Who will take care of the participants' children?
 - Who will get food from the gardens and prepare it for the participants?
6. Where will the demonstration duck shelter and fence be built?
7. Commitments that must be made by the participants before they take part in the course include: -
 - Attend, with spouse, for the full 3 days.
 - Provide food and firewood.
 - Provide material to build the demonstration duck shelter during the course.
 - Provide material to build a nest box and brooder by each participant.

Final check on items needed for successful training - be prepared!³

Training	Whiteboard pens, whiteboard, newsprint paper, notebooks and are the rooms booked?
Food - training	Rice, tinned fish, salt, tea, coffee, sugar, susu, noodles, four kona, bread, biscuits, margarine, peanut butter, large pots, plates and cutlery sorted?
BBQ	Cooking oil, salt, chopping boards, soy sauce, tongs, buckets, lids, knives and sharpening stones ready?
Trainees	Notebooks, knives available to sell?
Killing/skins	Knives, sharpening stones, buckets, salt, pepper, soy sauce, ginger, chopping boards, skin tanning - kerosene, baking soda, aluminium sulphate and chrome sulphate, tanning oil? Where are ducks, chickens and rabbits coming from for the training?

² This checklist relates to the duck farmer training that Markus has been running in EHP. Modify these points to suit your own program.

³ This checklist was one we used during the training of 600 farmers in the Sustainable Garden and Village Livestock Project in PNG. It will need modifying to suit your own needs. Why not make your own checklist and circulate among all the trainers you work with. They will have useful comments and suggestions.

Cages	Tape measure, saw, hammer, nails- large and small- lacing wire, floor wires, tin snips to cut wire, wire/timber/bamboo for sides and top, pliers, (enough of all this for trainees to work effectively?), waterers, feeders, tees and tubing.
MAF/MBA etc?	Tickets booked, cages for transport of rabbits - pispis not able to damage plane? - newspaper, plastic covers, sticky tape and string. Travel permit if using Air Niugini - Dr Grant to supply.
Trainers	Cash receipt book, wallet for money, cash book, sleeping bag, pillow, raincoat, umbrella, insect repellent, phone and fax lists so that further planning can be done and contacts made as necessary.
Vehicle	Oil, fuel, spare tyre, radiator water, greased drive train, clean and tidy, no people on back of vehicles, no driving on seriously rough roads due to safety being first. Also no driving to Lumusa or Kompian with any project vehicles.
Garden	Vegetable and tree seeds, tree cuttings, mulberry, gliricidia, willow, rosewood, spades, bush knives and an old bucket to carry manure.

One year after the course

A training course isn't the end of a process, rather it is the middle of a process. After the course there will be visits to the trainees, to assess how effective the training has been, as well as to learn from the villagers. Often you will find that they have modified their learning to suit their particular needs.

Look at the questions in the items on the previous pages to prompt you to plan adequately for your return visit.

The most common problem is a lack of planning. Many trainees may not be ready for your visit if you just arrive unexpectedly. This 'after training visit' requires weeks of advance planning. Don't ruin your credibility by failing to plan well, and let people know what is coming up.



17 Example of Training Course Lesson Outline

Training course Schedule – First part

Time	First Day	Second Day	Third Day
8.00 – 8.30	Devotion	Devotion	Devotion
8.30 – 10.00	Lesson 1 Welcome, roll call, introduction to the training course, breaking the ice, getting to know each other.	Practical 1 Group builds an example of a chicken shelter	Practical 2 Each farmer builds his own chicken nest box and brooder
10.00 – 10.30	Tea-break	Tea-break	Tea-break
10.30 – 12.00	Lesson 2 Introduction to free-range chicken farming	Practical 1 Building chicken shelter continued	Practical 2 Building chicken nest box and brooder continued
12.00 – 13.00	Lunch	Lunch	Lunch
13.00 – 14.15	Lesson 3 How to start a small business with chicken	Practical 1 Finish building a chicken shelter	Practical 2 Finish chicken nest box brooder building
14.15 – 14.45	Break	Break	Break
14.45 – 16.00	Lesson 4 How to build a chicken shelter	Lesson 5 Building a nest box and brooder	Lesson 6 Revision and test

Teaching notes

Making a course schedule sheet

Get a new stock feed bag. Cut the bag open on the side and on the bottom so that it forms a large sheet.

Use a permanent marker and write the training course schedule on the cleanest side of the opened out bag. Now you can roll or fold the opened out bag with the training course schedule on it and you can use it for many more training courses in free-range chicken farming. Make it before the training course as part of your preparation.



Example of a Lesson Outline

Lesson 1: Opening of the training course



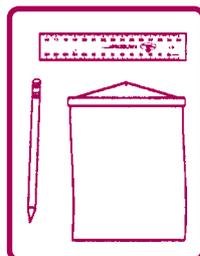
Goal and Purpose

- To get to know the participants, to introduce yourself to them and help them to relax.
- To explain the aim and purpose of the training course.
- To explain and clarify what the participants need to provide, what you expect them to do, what you will provide and what they can expect you to do for them.
- To give the participants an idea of what they will learn during the course.



Time

- 1-2 hours.



Materials

- List of participants names.
- Name tags for participants and trainers.
- Booklets about chicken farming, exercise booklets and pens for the participants.
- Roll of sticky tape.
- Prepared training course schedule.

