# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td>1.0 Participatory Learning Methods</td>
<td>5-12</td>
</tr>
<tr>
<td>2.0 Cognitive Methods</td>
<td>13</td>
</tr>
<tr>
<td>- Lectures</td>
<td>15-21</td>
</tr>
<tr>
<td>3.0 Affective Methods</td>
<td>23</td>
</tr>
<tr>
<td>- Small Group Discussions</td>
<td>25-31</td>
</tr>
<tr>
<td>- Role Plays</td>
<td>32-38</td>
</tr>
<tr>
<td>- Exercises</td>
<td>39-40</td>
</tr>
<tr>
<td>- Simulation</td>
<td>41-53</td>
</tr>
<tr>
<td>- Case Study</td>
<td>54-58</td>
</tr>
<tr>
<td>- Learning Games</td>
<td>59-61</td>
</tr>
<tr>
<td>- Instruments</td>
<td>62-69</td>
</tr>
<tr>
<td>4.0 Skills</td>
<td>71</td>
</tr>
<tr>
<td>- Practice/Apprenticeship</td>
<td>73</td>
</tr>
<tr>
<td>- Projects</td>
<td>74</td>
</tr>
<tr>
<td>- Demonstrations</td>
<td>75</td>
</tr>
<tr>
<td>- Field Visits</td>
<td>76</td>
</tr>
</tbody>
</table>
Participatory Training of Trainers has been PRIA’s flagship programme for the last twenty years. It’s main objective has been enhancing the capacities of development actors. The rationale behind this programme is two fold - first to recognise and value popular knowledge; and the second - to legitimise the production of knowledge by the poor themselves.

In 1990s, PRIA promoted regional Participatory Training of Trainers (ToT) Programme in different states of the country with the help of Regional Support Organisation (RSO) partners and other ToT alumni. The manual on Participatory Training Methodology emerged from the learnings of these decentralised ToTs. The manual was translated into 20 different languages in India and abroad and became the basis for promoting this methodology in the development sector.

In late 90s, PRIA and its Network of Collaborating Regional Support Organisations and other close partners convened a series of regional consultations with practitioners of participatory training methodology in different parts of the country with the purpose to understand the impact of Participatory Training on development. The consultations brought out a number of innovations, adaptations in methods used in participatory training methodology. PRIA and its partner organisations documented these innovations.

This document on Methods of Participatory Training is the third compendium in the series. It is a compilation of a wide spectrum of methods, techniques and variations used in participatory training. The two previous works include Chains of Change and Book of Readings. While the former compiles rich learning experiences of practitioners of participatory training, the latter deals with various themes of participatory training methodology.

This compendium is divided into several chapters and deals with variations of each method used in participatory training methodology with special focus on cognitive, affective and skill-based methods.

This document resulted from the contributions of participatory training practitioners who attended the regional consultations in the late 90s. Hemal Joshi, (Unnati, Ahmedabad) initially helped in compiling these innovations under the guidance of Ashok Singh from SSK Lucknow. Dr. Rajesh Tandon’s (President, PRIA) guidance and support has been instrumental in the production of this document. Let me also place on record my acknowledgement to PRIA’s own rich informational resource that has helped bring this document to its present shape.

I hope that this document is utilised by the trainers and other development practitioners who are engaged in promoting participatory learning.

Anju Dwivedi

METHODS OF PARTICIPATORY TRAINING
CHAPTER 1

PARTICIPATORY LEARNING METHODS
Participatory Training Methodology cherishes the notion that people can develop through wilful participation and personal experience. Drawing largely from tenets of adult learning, it also holds that adults learn best from and through their own experiences.

The need to reflect on the experience and develop conceptual and practical understanding and finally applying the learning becomes essential. This cycle is commonly referred to as experiential learning cycle. In participatory training the crucial step is deep reflection and systematic examination, analysis of what caused the experience and what is behind our reaction to it. In participatory training methodology, there are various methods which help in taking people through this experiential cycle, to learn from it. Methods initiate a process of reflection, examination and analysis and have the potential of carrying an individual and group into stages of experiential learning cycle, which in turn encourages people to confront experiences and pull learning out of it.

Several learning training methods are being used in participatory-training programmes. The terms -method, technique, learning tools and aids are often confused with each other and used interchangeably.

'Methods' essentially refers to the "how" of learning. It is the means to deal with a certain subject matter. It may be a lecture, or through creating a group experience, visit to a project-site, viewing films etc.

'Techniques' is a slight variation or modification or addition to one of the key methods e.g. if group discussion is considered a key method, syndicate groups, fish bowl groups etc. can be considered as various techniques.

'Learning Tools and Aids' refer to all the back-up supportive material like flipcharts, posters, films, etc. that are used to enhance the information-input. By themselves, these serve a limited purpose.

Several considerations need to be kept in mind in choosing learning-training methods. They are:

I What is being learnt? What is the focus of learning?

The methods adopted depend on the focus of learning. This focus may be seen at three levels:

1. Cognitive/Intellectual
2. Affective/Emotional
3. Skill

When the focus of learning is cognitive, intellectual stimulation is imperative and a lecture therefore becomes an effective method to give impetus to learning. Similarly, when the focus of learning is affective, methods like role-plays, simulation, learning games, case studies are the best methods. The focus on skills involves apprenticeship and practice.
Foci of learning
- Cognitive focus (mind, thinking)
- Affective focus (heart, feelings)
- Skill focus (manual, practical, to do)

Different kinds of subject matter involve different combinations of these three facets of learning. Writing of accounts involves cognitive and skill focus: Interacting with people requires a higher emphasis on affective learning and so on.

II Who is learning? (The group)

The choice of methods will depend upon the learners, their age and experience. With illiterate groups, methods have to be chosen to reach out to them. In such cases, written case studies and instruments are not useful. The participants who have never gone to formal schools will find it difficult to sit through lectures. Different methods like games and exercises will keep them involved and interested in the learning process.

III Have we recognised the learner's knowledge and experience base?

Participatory training respects the knowledge and experiences of adults. The selection of method should involve the participants and acknowledge their knowledge. The use of methods which demonstrate only the trainers' expertise should be avoided.

IV Is a conducive learning environment being created?

Methods should be interactive and exciting since participatory training entails involvement of learners. When the creativity of learners is challenged, they feel stimulated to learn.

V Does it foster both individual and collective learning?

Participatory training gives space to allow individual and collective learning to take place. The methods should give learners the freedom to learn at their own pace without being pushed. Moreover co-operative learning should be promoted. If learners do not know each other, the methods need to be selected to encourage openness and trust amongst the participants. If the objective is to promote individual learning, such as focus on self, then the methods should meet those objectives.

VI What are the trainers capacities and competence?

The trainer's own skills in handling a method become a criterion for opting for a method. In the beginning, all trainers are not skilled in using all the methods. Lack of experience may reduce the learning impact of the method. Therefore, there is a need for trainers to be skilled at using all the different methods.
<table>
<thead>
<tr>
<th>Focus of Learning</th>
<th>Method</th>
<th>Techniques</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive Focus</td>
<td>Lecture</td>
<td>• Lecturette</td>
<td>Flash Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question</td>
<td>Flip charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer</td>
<td>Audio-visual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Panel Discussion/Symposium</td>
<td>Video recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syndicate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spot game</td>
<td>Reading material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Web analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using pictures/symbols</td>
<td></td>
</tr>
<tr>
<td>2. Affective Focus</td>
<td>Small Group Discussion</td>
<td>• Buzz</td>
<td>Video recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syndicate</td>
<td>and feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Carousel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jigsaw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Black Cap-Green Cap</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fish Bowl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role play</td>
<td>• Process oriented</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sociodrama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Multiple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>• Written</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Audio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simulation</td>
<td>• Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organisational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Skill</td>
<td>Practice</td>
<td>• Interpersonal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

METHODS OF PARTICIPATORY TRAINING
An experiential learning situation should always be followed by a debriefing session. Since the methods take people through a mild/ intense emotional experience, it is absolutely necessary to help people overcome those emotions otherwise there is the fear of being carried away by the roles that they played. The debriefing session helps to contextualize the individuals and group experience into a wider framework. It helps people relate their individual feelings and behaviour patterns with those of the group. It also helps each member analyse the issue in-depth and his/her relationship/reaction to the same.

**Conceptual Framework**

- Firstly, the conceptual framework for debriefing should be evolved by the facilitator as part of the preparation for the exercise.
- The objective of the exercise should be clear.

The framework for debriefing evolves from the learning objectives.

The debriefing of the content (data) is developed from likely processes, and the inter-relationship between the various facets of the processes. The specific questions are framed in relation to the key issues to be highlighted.

The method for debriefing and publishing the data should be specified; will it be done in small groups in which the exercise took place first and then in the larger group? Or vice-versa?

The de-briefing framework follows the experiential learning cycle.

[Diagram of Experiential Learning Cycle]

**Experiencing**

**Applying**

**Publishing**

**Generalising**

**Processing**

**Experiential Learning Cycle**
**Publishing Data (Sharing of experiences and observations)**

- The specific question(s) should be written on the board/chart. The facilitator must work out a format of how the data will be written on the chart.

**Question 1:**
- What were your feelings during the activity?
- What are yours feelings now?

The question should be asked of each participant and responses noted down on the chart. Only those feelings should be elicited that are related to the key issues for analysis. (General feelings will only diffuse the focus of learning). Positive and negative experiences can be clubbed separately. If there are different key actors in the exercise, the feelings of each should be noted down separately.

**Processing the Data (Discussing patterns and dynamics)**

**Question 2:**
- What happened to you in the activity? Why did you feel like that?

These responses should be noted and the inter-relationship of feelings, interactions and events is built up in the process.

While participants are sharing their experiences, the facilitator should listen attentively and not question or counter the expressed feelings. Instead she should write it on the chart. If the participant is unable to express or talk generally, the facilitator should help the person focus on her feelings and express them. It is also important that the facilitator does not add her conclusions/interpretations to the feelings of the participants or put words into their mouth. “Are you feeling anxious?” “Were you feeling threatened because Sudha shouted at you?” etc.

The feelings elicited should be related to the events and incidents in the exercise. If for any reason, any participant has got stuck in the process the facilitator should help the person distance herself away from the exercise and bring her back to the present context. At the end, the patterns emerging in the analysis should be focused upon. The links between the individual, group feeling, structure and content of the event should be inter-related and key points extracted from the process.

**Generalizing and Applying the Data (Evolving principles)**

**Question 3:**
- Do you see any parallels to real life? Is what happened here similar to what happens to you in the outside world too?

These responses should also be noted and consolidated in the process.
The key principles should be derived on the basis of data and its analysis. These principles should be related to the existing theoretical concepts. This helps in the refinement and elaboration of the concepts.

**Closure of the Experience**

A formal closure of the exercise that leaves participants satisfied and eager to explore ahead should be done.

The following chapters take into account each method and its variations in detail. The innovations in methods depend largely on the way debriefing is carried out. If the facilitator is clear about how she is going to debrief then the same method can be used for deriving different kinds of learning. In the absence of proper debriefing, the best of methods can fail, as no learning will be achieved. Therefore, in participatory training, the experiential learning cycle has its own relevance, with a special emphasis on debriefing.
CHAPTER II

COGNITIVE METHODS

- Lecture
The lecture method is the most effective way of introducing new information or concepts to a group of learners. The learners always appreciate a concise, stimulating and well-delivered lecture. Unfortunately, however, since very few lectures are well prepared and delivered - with focus on learners and not trainers - learners mostly tend to look at lectures with much disdain and would rather prefer any other method. Besides, somewhere along the line, the lecture method is also seen as a non-participatory method. Some of the negative qualities attributed to it are- one way communication, monotony, dominant point of view being projected alone, passivity in learners etc.

The lecture method is primarily used to build upon the existing knowledge base of learners. Before using this method, we need to know the existing knowledge base of learners. Other methods would need to be used for the same e.g. Small group discussions, which collate group experiences and help build up the theoretical framework. Similarly a lecture can be used at the start of a session as an appetiser/introduction, to the topic being discussed.

A lecture can be an effective start to a session, used to present or evolve a framework in which experiences can be shared. It can also be used after a group discussion to consolidate, conceptualise and build a new theoretical framework. Lectures are useful when new information and concepts are introduced to the group and when new issues are explored.

**Advantages**

- Presentation of concepts and information, in an orderly, systematic manner in a limited timeframe.
- Multiple resource persons knowledgeable on the subject can participate and interact with learners.
- A large number of participants can attend.
- Information and concepts can be presented to learners who are not familiar with printed materials (illiterates).
- Diverse, supportive materials like charts, AV aids, can be used to supplement, highlight, elaborate key concepts and content areas.

**Limitations**

- The trainers' and resource persons' points of view and thinking get prime attention
Learners remain passive recipients and respond to the speakers on a one-to-one basis. Group interaction does not take place, unless the lecturer shifts to a facilitation mode and solicits group discussion.

The speaker's own views influence the content of the lecture. Facts may be distorted, discoloured, de-emphasised etc. The speaker may get carried away.

Participants may get influenced/over awed by the personality and charisma of the speaker and not focus on the content and analysis of the issues thereof.

Difficult to monitor the speaker and indicate whether she is making sense or reaching out to the learners, etc.

For the speaker too, it is often difficult to gauge the learners' comprehension.

**Tips for Facilitators**

In order to deliver an effective lecture, the following points need to be kept in mind:

* The subject matter should be prepared well ahead of the session and all other required aids/materials should be tested and kept ready.

* The introduction should be stimulating, thought provoking, capture the attention of the learners, and establish credibility of the trainer (speaker).

* The contents of the lecture should be clearly linked to the learning objectives and the sequence should be logical.

* The content level should relate to the level and experience of the learners; in a heterogeneous group the average level of learners must be kept in mind.

* The stipulated time period for the lecture must be adhered to and learners should know the duration of the lecture, and breaks if any. Time limitation does not imply that in-depth focus of the content be sacrificed, the challenge is to achieve it in the prescribed time frame.

* Proper seating arrangements should be made so those learners can hear the lecture as well as see the aids clearly. A circular seating pattern is recommended. In case there is shortage of space, concentric circles may be formed.

* The trainer must be aware of his/her facial expressions and body movements to avoid distracting the learners. Eye contact with learners is essential to build rapport. The language used in the lecture should be simple and easy to understand; short and precise statements must be used.

* The trainer should avoid taking on the role of the preacher or be prescriptive in her presentation, instead she should provoke the learners to think and analyse.
1.0 On the basis of the length of the lecture

1.0 Lecturette

Lecturette is a variation of the lecture method with minor differences. Lecturette are most often short outlines and are more simplified in content. It is often aimed at helping the participants to establish a connection with their experiences and what those experiences mean to them.

2.0 On the basis of space given to participants for clarifications

2.1 Question -Answer Session

After a lecture or prior to a lecture, responses are solicited from members of the group, either to outline the details of the topic or to seek clarifications. The members of the group may ask questions to the trainer or to other members.

Tips for Facilitators:

The facilitators must ensure that the question-answer session does not become threatening and is focused on. Otherwise the lecture may lose its relevance and become competitive or monopolised by some members.

The techniques specified in this and other following chapters have the illustrations. The basic minimum prerequisite for all the methods and techniques are: A room, stationery, flip charts, and markers.

3.0 On the basis of number of speakers

3.1 Panel Discussions/ Symposium

Some members form a panel and discuss an issue, which is then followed by a group discussion. Different viewpoints and perceptions are presented by the panel members. This stimulates thinking and in depth discussion.

Illustration:

Objective: To build knowledge on the role of media in development

Time: One hour

Process: 5-6 resource persons form the panel and discuss a topic- the role of media in development. After sharing their perspectives, questions and remarks from participants are invited.

Tips for the facilitator

A facilitator/moderator helps the panel members focus on the topic within a time limit and keep the discussion rolling by asking questions, mediating with learners etc.
3.2 Syndicate

In this variation, two panels with opposing viewpoints discuss a topic.

Illustration:

**Objective:** To build knowledge on the role of media in development

**Time:** One hour

**Process:** Two panels are formed having 5-6 resource persons in each to discuss a topic-the role of media in development. One panel presents the positive aspects of the theme, while the other the negative aspects. After making presentations and sharing of perspectives, questions and remarks from participants and other panellists are invited.

**Tips for facilitator:** The facilitator should help the panellists to stay focused on the topic. She should not encourage questioning and answering before presentations are completed. However, after the presentations, the role of facilitator should be that of inviting comments and questions from the participants. After a certain period of time, the facilitator should end the discussion to summarise the main points.

4.0 On the basis of use of visual aids

Other than the various categories of the lecture method discussed, certain variations in lectures make the lectures more participatory. Some more variations of lecture method are mentioned below which are primarily because of the use of other aids like flashcards.

4.1 Spot Game

With the use of cards, this technique is used to know the participant's views on a given topic. This helps the learners to come to an understanding of a complex issue.

The spot game is a variation of the lecture method. During or after the lecture, this method is used to assess the learners' views on the issue. This enables both the learners and trainers to come to an understanding on the learning achieved.

Illustration

**Objective:** To build an understanding on participation of marginalized groups.

**Requirements:** Flash cards

**Time:** One hour
Process: Write down Yes, Yes—but, No, No—but on four different cards and place them in four different locations. A statement related to the topic is read out - 'For inviting participation of the most vulnerable groups, one must give extra efforts to mobilise them'. The participants are asked to take a stand and move to the corner where the card displays their views. The participants need to associate themselves with the cards and support their argument. This leads to debate and discussions building more clarity on the subject.

Tips for the facilitator: The facilitator needs to be careful to acknowledging everyone’s views and consolidate the discussions in such a way that participants derive learning from it. She should mediate with participants in case the debate gets heated.

4.2 Web analysis

Participatory lecture requires recognition of the learner’s points of view. This technique helps the trainers to elicit responses from the learners in the initial phase of the lecture and then build upon those responses with new information and concepts. This variation is particularly helpful when the contents have to be critiqued. This is done with the help of cards. Different cards create a web of responses, which are analysed and new data is added to the web.

This method helps in sustaining the interest of learners throughout and also generates discussions if they do not agree with the new information.

Illustration

Objective: To develop an understanding on women’s empowerment.

Requirements: Cards

Time: One hour

Process: Distribute 5-6 cards to the participants. Break the content part in to 3-4 steps. Ask the participants about one question about one step and take their feedback on the cards. For example if the topic is women’s empowerment, break the contents into: What is empowerment? How can women be empowered? Why is women’s empowerment required in today’s development context? Ask the participants to write down responses for each query on one card at a time. Ask participants about their response to each sub content by moving step by step, exhibit the cards on the board or the wall and analyse them. At the end, place the cards properly and add the new information to what is available.

Tips for facilitator: It is essential that the cards be initially placed according to the participant’s choice. The cards should be put on the board even if they seem not very relevant in the beginning. The facilitators should shift the cards (if there is a need) to present a total picture.
4.3 Pictures/symbols

This technique involves pictures and photographs, which form the basis of lectures. To initiate a topic some pictures and photographs are shown to the participants. For example, in training sessions for farmers, some photographs of infected crops and fertilisers are shown to the participants to initiate lectures.

Reading Materials

After lectures or inputs on any topic, it is essential to give participants some thing to read in the form of handouts, learning materials. Essential learning materials should be given to participants when the subject matter is dealt with, it should be precise, to the point and presented in a simple form. It is not necessary that learners would understand everything in the written learning materials, some space should be provided next morning for clarifications.

Use of Aids in Lectures:

1. Chart papers: In participatory training, chart papers (flip charts) are used for lecture sessions, as they can be kept as long as the session continues.

2. Flash cards: As mentioned in the web analysis techniques, the use of flash cards helps in putting each participants views on the big chart paper and analysis of the data with the cards.

Cards are used widely as they can be moved from one place to another easily and are very simple to handle.

3. Models: Many lectures can be made very interesting with the use of models, if available. In cases where systems have to be explained, models have simplified the understanding of complex systems.
4. **Slides/audio visual:** The use of slides and audiovisuals is very effective.

For e.g. in a lecture on multiple disability, the slides or photographs of the children with multiple disability may help in better comprehension of the participants.

Video films can be used during lecture sessions to provide extra inputs and then initiate analysis.

---

**DO YOU KNOW?**

The first use of the flip chart dates to the T-Group workshops of Kurt Lewin in 1919 in USA. Kurt Lewin used newspaper print as flip charts in the workshop, bought from a newspaper office.

Soon after flip charts began to be used in Australia. But here they used the paper that was rolled on meat sold at the butcher's shop. Even today, flip charts in Australia are called **Butcher Paper**.

CHAPTER III

AFFECTIVE METHODS

- Small Group Discussion
- Role - Play
- Exercises
- Simulation
- Case Study
- Learning Games
- Instruments
Participation, sharing of experiences and joint control over the process of learning is the basis for the small group discussion method. This method is based on principles of representation and democratic functioning. It is particularly effective in the early stages of training since it helps build the group and the environment. It provides all participants an opportunity to share their experiences, ideas, ask questions, critique issues - all of which is not possible in a large group. Mutual discussions help clarify issues and understand different points of view.

This method is successfully used with other multiple methods like the lecture, role-play, simulations, case study etc. However, for it to be effective, certain conditions must be met. The facilitation of group processes, on an ongoing basis, should be such that the group moves from one stage to another. The small group discussion method is used when participants are not very familiar with each other and when there is a need to create a platform of past experiences as a context towards further understanding of the experience.

**Advantages**

- Helps members recognise what they do and do not know in relation to others in the group.

- Helps them seek answers to questions that they have been confronting through other members’ experiences and insights. Helps to learn to relate to one another as “persons” and “partners in the process.”

- Provides opportunities for silent, shy, restrained members to open up slowly and relate to others.

- Helps build group cohesiveness, enhances members involvement in the task and process of the group.

- Since the larger group is broken into small units, participants experience a sense of ownership and creativity. A systematic sharing and reflection process is possible in the small group and consolidation of the issues not only becomes an easier process but is also a result of collective analysis, leading to richer insights and concepts.

- The processes that take place in the small group discussions can be used by the group for in depth understanding of the theory of small group processes, group development and facilitation by seeing and experiencing their own dynamics and growth. A video review of the proceedings facilitates the process.

- The diverse range of experiences allows the group to challenge the dominant experiences and think of new and novel ideas thus allowing newer formulations.
Limitations

- The small group discussion method requires active facilitation, preferably a facilitator for each group especially in the early stages of the group.
- It can be a very time-consuming method and requires immense patience on the part of the facilitator and the learner(s).
- The content and flow of discussions may get influenced by active/dominant members, and inhibit the involvement of others.
- More physical space is needed to accommodate different small groups.
- The group discussions can generate into mere story-telling sessions unless all the members have relevant experience of the issues being discussed and shared.
- Democratic processes can get undermined if the intention of the facilitator is not participation of the participants, but easy handling of a larger group.
- Over use of the method, especially with the same members may make the group functioning stereo-typed.

Tips for the facilitators

* The facilitator should make her role very clear in the beginning as task facilitator, process facilitator, a mere observer or a participant.
* The facilitator(s) must distribute their responsibilities vis-a-vis the different groups. Each facilitator must take the entire responsibility for one/two groups and take notes of both the content and process. The notes help in discussions during the plenary session.
* Each member/group should be clear about the task. The task should be written on the blackboard/flip chart. Participants should be briefed about their membership, (who belongs to which group, list to be prepared prior to session); where the groups are to be seated; how much time is being allotted; the reporting format etc.
* Ten minutes prior to time-up, the facilitator(s) should remind the group about the time limit and urge them to complete the task. If necessary, extra time may be allotted to the groups by mutual consent of all the facilitators.
* Stationary supplies must be handed over to each group to prepare the report.
* Facilitators must be attentive to distractions in the environment, switching off among members in the groups, etc.
* If some groups complete their task early, they should not be permitted to disturb the other groups.
* A short-break should follow each group discussion to allow members to integrate into the large plenary.
* Groups should present their reports in the time slot given. Other members should be allowed to seek clarifications. Competitive dynamics in the group presentation should be minimised by the facilitator.

* The key issues that emerge should be noted down.

* A consolidation and summarization of the group reports should be done, so those learners are able to see the commonalities and differences across groups and link the various issues. A brief input by the facilitator on the subject - matter following the consolidation is also very helpful.

**Methods of making groups**

1. **Counting:** A very common way is by counting the existing seating arrangements up to the number of groups required. For example, count 1,2,3,4 if four groups are required. Then all the 1s in the whole group form a group. Similarly, the 2s, 3s, 4s make their groups.

2. **Using coloured /simple cards:** Put coloured cards in a basket and ask each participant to pick one card. The participants with similar coloured cards will belong to the same group. The number of cards should be equal to the number of participants.

3. **Using legumes /pulses:** Four or five types of pulses/legumes- chana, lobia, rajama, black chana (depending upon the number of groups that are required) are put in a box or a container and participants are asked to pick one each. The participants with similar kinds of pulses belong to one group.

4. **Segregation on the basis of Organisation and Activity:** This type of formation is useful in sessions where the issues to be discussed are related to organisations. The staff of each organisation can come together as a group to discuss some issue. Example- how different organisations (participating in the training) have adopted strategies to mainstream participation of women in the organisation.

5. **Theme Based Groups:** People working on similar themes form a group, for e.g., people working on areas of natural resources management, health, or governance form groups according to the themes.

6. **Proximity:** In buzz groups, usually the participants who are sitting close to each other are asked to form a group.

7. **Trainer’s choice:** Sometimes the trainers divide the participants into groups in order to mix them up, especially if the participants have not known each other and not interacted with each other.
group discussion methods

The task given to the group depends on the learning agenda. If the purpose is to share experiences, then the same task is given to all the groups. If the purpose is further exploration of an issue, the task is divided into different facets and the different groups work on various facets of the task. Some variations of this technique have been presented in this chapter:

1.0 On the basis of duration

1.1. Buzz Group: The large group is randomly divided into small groups consisting of three to four persons for a short duration to discuss a particular theme. The small groups then report back to the larger group.

1.2 Syndicate Group: This is primarily a form of small group discussion, in which members discuss issues and then present to the plenary.

The syndicate group has also some variations.

1.2.1 On the basis of subthemes

1.2.1 (a) Carousel Technique

In this technique, subgroups are created around one broad theme. Each subgroup is located at a different place in a room and each has a flip chart. All subgroups discuss sub themes and then move on to another sub theme. The members discuss and write points on the flip charts for each sub theme. They move on to another sub theme in a clockwise manner. The rapporteur remains stationary while the others move on. All the sub themes are discussed by all the groups. This technique generates fast thinking and action on the topic allotted for group discussion. The rapporteurs then make the presentations to the plenary.

Illustration

Objective: To develop an understanding on women's empowerment.

Requirements: A hall, flip charts, pens

Time: One hour

Process: Divide the participants in three groups based on the sub themes of the broad theme.

Three sub themes are allotted and titles are written on a flip chart and pasted at three corners of the room. For example if the theme is women's empowerment, three subthemes
could be the meaning of empowerment, importance of women in development of any nation, strategies to involve women in development. These three subthemes are written on one chart each and put in the corners. Each group discusses one sub theme and presents points to the rapporteur who writes those on the chart, then the group moves in a clockwise direction to another subtheme and the other group comes in its place. The rapporteur stays on and keeps adding the points of the other two groups on the chart. After all the three groups have discussed all subthemes, they are asked to reassemble in the hall where three rapporteurs present the points which emerge out of the discussions.

**Tips for facilitator:**

- The facilitator(s) should give clear instructions to the group about the tasks. If needed instructions can be written on the board or on a flip chart. The time should be allotted to the group.
- The facilitator should keep visiting the groups and if there are more than two facilitators they can take responsibility of each group to keep track of the discussions and provide clarifications to the groups if needed.
- At the end of the session, the facilitator should collate the learning from the discussion points and add his/her points to consolidate the discussion.

### 1.2.1(b) Jigsaw technique

This is a variation of the small group discussion. In this technique, three or four small groups are made. Each group is given a different task under a common theme. This method helps in developing a holistic understanding of issues or a theme in less time. Like the Carousel technique, the focus remains on sub themes but unlike the Carousel technique each subtheme is discussed by only one group and is presented to the plenary.

**Illustration**

**Objective:** To develop an understanding on women’s empowerment.

**Time:** One hour

**Process:** Divide the participants in three groups based on the sub themes of a broad theme.

Divide the theme into sub themes as earlier explained under Carousel techniques. But one group discusses only one sub theme. If the theme is women’s empowerment, three sub themes could be the meaning of empowerment, importance of women in development of any nation, and strategies to involve women in development. One group discusses one sub theme and presents to the plenary.

**Tips for the facilitator:** Besides the instructions mentioned in the Carousel technique, the facilitators should make points in her note pads of each groups’ presentation. After each group presentation, other group member should be asked to add points. The other two groups may ask questions for clarifications. The facilitator needs to consolidate each group’s presentation for the purpose of learning. The compiled information is shared with all the groups in order to achieve the objective of learning.
1.2.2 On the basis of differentiation of tasks to groups

1.2.2 (a) Black Cap-Green Cap

This is a variation of the small group discussion in which one particular content area is discussed at length. This helps in generating a critical discussion and raising some important issues about the theme.

**Illustration**

**Objective:** To develop an understanding on role of media in development.

**Time:** One hour

**Requirements** Caps of two colours (green & black)

**Process:** Participants are divided into three groups to discuss the topic - the role of media in development. After the discussion, only one group is asked to present the findings. While the other two groups are named black cap or green cap respectively. Black cap and green cap groups are asked to observe the presentation made by the first group. After the presentation, the black cap group is asked to highlight some positive aspects of the findings while the green cap group points out some gaps and loopholes. This helps in clarifying and reinforcing some complex points.

**Tips for the facilitators:** While black cap and green cap groups are speaking, no clarifications should be invited by the group which made the presentation earlier. When each group finishes speaking, the facilitator consolidates the points and allows large group discussions to take place to clarify points.

It is important for the facilitator to give clear instructions since the task for all the three groups are different when the presentations are being made. In the absence of clear articulation of tasks, the groups might get confused.

1.2.2 (b) Fish-bowl: A small group discussion is observed by another group from outside; then the outside group has a discussion on the issue and is in turn observed by the first group from outside.
Illustration

Objective: To develop an understanding on role of media in development.

Requirements: A hall, flip charts, pens

Time: One hour

Process: Participants are divided into two groups. One group is given a task to discuss the role of media in development. While one group discusses, other group sits around the first group and observes the discussion. After 20 minutes, the roles of two groups are changed. The group that was earlier discussing, now watches by sitting around the group which now discusses the topic. The second group discussion adds some more points. This technique can also be used to highlight positive and negative aspects of a theme, each group discussing one aspect.

Tips for the facilitators: The facilitator should ensure that the observer group does not disturb the group sitting in the centre and discussing, no clarification should be sought.

Instructions to each group should be given very clearly. The facilitator has to keep noting down points for consolidation at the end since no presentation is made in the larger group.

DO YOU KNOW?

Kurt Lewin, an American psychologist is considered the father of the ‘Group Processes Dynamics’ movement. It is said that during the World War when the US government wanted to change eating habits of its population due to the non-availability of meat, Kurt Lewin tried and demonstrated the effectiveness of small group discussion.

One group of subjects were given a well-prepared lecture on the need and desirability of dietary change and given attractive alternative recipes. A second group was allowed to discuss the relevance of domestic diet to the war effort and the need to exchange ideas and opinions about changing to a new diet. Interviews carried out a week later showed the difference - while 32% of the group discussion members had actually served one alternative meal, only 3% of the lecture subjects had done so.

Source: Psychology and Adult Learning by Mark Tenant, Routledge Publications, New York, 1988

METHODS OF PARTICIPATORY TRAINING 31
Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. It is a conscious attempt to examine the various roles played in actual life. This process is then subjected to critical reflection through effective feedback, given by both the observers and the actors.

Since actual or close-to-life situations are taken in role-play, the dynamics of the various roles can be explored in depth. Role-play also provides the opportunity for an exploration of various roles from a distance; this method also makes risk-taking and spontaneous responses possible. Learners do not feel threatened as in a real situation and this facilitates learning.

The emotions of the actors involved in the role-play determine the outcome of role-play. The outcome cannot be predicted or pre-determined. Learners get an opportunity to become players, observers, summarizers, clarifiers, etc. Besides, they also get an opportunity to practice new behaviour in a role-play.

The role-play can be designed to facilitate understanding and raise awareness; it can also be used to practice some skills. For example, a role-play can be used to create awareness of the power structures in a village; it can also be used to practise ways of confronting that power structure. Role-play is very energising and gives an opportunity to develop sensitivity to others’ points of view, feelings and experiences. It generates valuable data about human relationships and interactions.

**Advantages**

- Some key advantages of role-play as a learning method are:
- It is a simple and low-cost method.
- It focuses on the problem and helps learners deal with it.
- It throws considerable light on crucial issues within a short period of time.
- It provides low risk opportunities to individuals to experiment with new behaviour patterns and be open with support and understanding of the group.
- It exposes an individual to various points of view as well as diverse reactions to a particular situation, which may not be possible in reality.
- It does not require much material or advance preparation.
Limitations

The key limitations of this method are:

✓ If the learners are not involved fully, learning can be hampered.
✓ Participants can get intensely involved in their roles and may lose objectivity.
✓ Role-playing can become an end in itself - roles can be exaggerated, distorted or underplayed. This tends to reduce its potential for learning.
✓ During the reflection after role-play, much attention needs to be paid to highlight dynamics and issues on which it was based. If enough care is not exercised, reflection can be curtailed or distorted, thereby undermining learning from it.

Tips for Facilitators

* The facilitator has to set the stage for the role-play activity. As an enabler of the role-play, clear and precise instructions need to be given to both observers and actors. The facilitator acts as a clarifier, interpreter, summarizer, and supporter.
* The learning objective and subject matter should be specified before choosing a particular role-play.
* The facilitator has to be alert to the emotional problems that could develop in the process, affecting both the observers and the actors. Besides being alert to the involvement of participants, the facilitator also needs to monitor and observe the process during the play.
* In the group discussion and analysis following the role-play, care has to be taken not to look down on any particular individual. The focus of analysis should be on the issues and dynamics, not the individuals and their ability to role-play.
* The facilitator should identify a problem or situation that is meaningful to the group and would meet the learning objectives.
* The problem should be well defined, specific and not too complex in structure. Otherwise it may not be understood by the actors and the observers.
* Selecting individuals for the role-play may be voluntary decided among members or by the facilitator.
* If any individual is reluctant to portray a particular role, the facilitator should not
push her. This may result in the individual feeling anxious, nervous and threatened, and impair learning.

* For learning to take place, the active involvement of the learners is essential. Each actor should be well briefed about the role to be played. This could be done separately. The observers should also be given clear instructions about their role, what they have to observe and how they have to record it.

* In setting the stage, the rationale of the role-play situations should be explained. What it is being used for, why and what can be learnt through it, all these need to be clarified.

* During the role-play, if a particular scene is being continued or stretched for too long, or an impasse has been reached, or real feelings have begun to develop or the purpose of the role-play has been achieved, the role-play could be tactfully stopped. Sometimes the role-play can be stopped in between for sometime in order to highlight a point and then continued further.

* Time should be given to participants to distance themselves from their roles after it is over. An icebreaker could be held then.

* During the sharing and analysis session, the discussions should be focused on observations, feelings, understanding, and not on opinions or suggestions.

* If the diagnosis of the problem opens up a whole new way of working out a problem, different role-play situations can be tried to practise new approaches or actions. This will help test the generalizations in more than one particular case.
There are variations in the use of role-play as learning methods:

1.0 On the basis of focus of learning

The role-plays can be classified as process oriented role-play (the focus is on processes) and the sociodrama (the focus is on social issues).

1.1 Process Oriented role-play

If the learning emphasises upon the process like participation, problem solving, decision-making, conflict resolution, the process-orientated role-plays can be used.

Illustration

Objective: To sensitise participants about the importance of participation in development.

Time: Forty-five Minutes

Process: In setting the stage, the rationale of the role-play situations should be explained, such as what it is being used for, why and what can be affected through it. The facilitator can ask for some volunteers (depending upon the number of people needed in the situation), and then the situation is explained to the participants who are ready to perform roles. An example is given below:

The Joint Forest Management Programme is operational in a village for two years. Recently a new District Forest Officer (DFO) has assumed power and has decided to meet the people in the village and other project officials who are implementing this project. As compared to other districts and villages, the progress in this case has been extremely slow and the project has not been able to achieve what it aimed in the stipulated time period. This situation has caused conflicts in the village. There is extreme polarisation on the lines of caste, gender and wealth. Upper castes dominate not only in numbers but also in decision making and have control over resources. The upper caste groups have been trying to take away all the benefits from the disadvantaged groups. The project officials have never made any attempt to sensitise this group of people and some of the officials are supportive of the upper caste groups. The poor people have no say, women are the most vulnerable since they are exploited by the upper caste men. Despite reservations in the committee, women are not empowered to take up positions in it. Though the panchayat leader is also a woman, she is not aware of her rights and prefers that her husband should continue playing the role of pradhan in the panchayat as she feels hesitant to come forward as a leader.

In the meeting with the DFO, every party in the village puts forth their views. Upper caste groups are unhappy about the attention that minorities and marginalised sections are getting in the development projects, and are apprehensive that the power relations might get changed. Women feel that all project officials are partial towards upper caste groups and no information is shared.
with them. The men in the committee also do not believe in including women in decision making. The forest ranger feels that the project needs to be implemented and there is hardly any need to involve everyone. Women, in any case, do not have any rights in the community.

According to this situation, roles are allotted to participants. One participant is given the role of DFO, some 5-6 members are from the community, two-three from the upper caste groups, four are women, one is the forest ranger. The participants are asked to perform their roles, the situation and their roles are narrated to the participants.

After the role-play, all participants assemble for the debriefing session.

Debriefing:

The facilitator should derive learning as this method is one of the structured experiences where it is essential to complete the experiential learning cycle after having put the participants in different roles. Through debriefing, facilitator should ask questions about each step and put the remarks on the board. It is necessary to dissociate participants from their roles when they integrate in the larger group. The facilitator should debrief on the following:

1. How the participants who performed the roles felt during the role-play?
2. What was going on in the role-play?
3. Why the situation of conflict arose in the village?
4. Do these kinds of conflicts happen in other contexts?
5. How these situations could be tackled for better functioning by involving people in the community?
6. What strategies could be used for ensuring participation?

1.2 Sociodrama

Socio drama is a role-play which focuses on a particular social issue and can also be effectively demonstrated during a session. Participants can then collectively analyse it and discuss the relevant issues and related dynamics. The focus of learning is on awareness and sensitisation about social issues like dowry, domestic violence, and poor status of women etc.

Illustration

Objective: To sensitise participants about the evils of dowry and ways of eradicating such evils from the society.

Time: Thirty Minutes

Process:

The facilitator conceives a situation in her mind through which she wants to build the group's awareness. For example, if the focus is on sensitising participants on issues of dowry, a situation may be created that a family is pressurised to sell off their assets to get the daughter married. The father of the daughter is very poor and has not much land to sell. The family of bridegroom is not
ready for marriage till their demands are met. The mother of the girl is very dejected and her health deteriorates. The daughter does not know what to do. Her parents did not educate her since they always considered investing in girl's education is a wasteful expenditure. Her child hood friend, who also happens to be a neighbour, has been fortunate enough to get education and a teacher's job in a neighbouring village. Her parents also feel the trauma of not being able to marry her but she decides to be a spinster rather than get married into a greedy family.

The uneducated girl blames herself for giving grief to parents and in extreme anger and despair she kills herself.

Debriefing:

After enactment of the roles by the participants, the facilitator debriefs the session by firstly asking questions to the participants who played different roles and then addressing the larger group:

1. How the participants who performed the roles felt during the role-play? And why?
2. What was going on in the role-play?
3. Why were the two situations different?
4. Are these situations prevalent in our society?
5. How can this evil be uprooted from the society?

2.0 On the basis of groups (one or more than one) performing

Both process oriented and sociodrama role-play may be divided into simple and multiple role-plays.

2.1 Simple role-play

In this form, a small group performs the role-play, before the observers. The illustrations cited above are the examples of simple role-play.

2.2 Multiple role-play

In this type of role-play, the same situation is enacted by different groups. This exercise could also be simultaneously played in different groups with observers and facilitators. They can then share their experiences and insights and compare data with one another. This can help to highlight different sets of perceptions.
The illustrations given above may be taken in this category but the difference would be that more than one group performs similar role play. After the completion, all the groups assemble for the debriefing. One by one, group wise data is collected (same sets of questions as written in the simple role-play) and analysed.

**Tips for facilitator**

- For this variation, more than one facilitator are required, to observe the process of role-plays in different groups.
- During the process of role-play, the facilitators in different groups should note points on the process, which can help in debriefing.
- Each facilitator has to facilitate the debriefing process of their own group.
- At the end, one of the facilitators picks up the common threads from all the groups and brings out the differences. The role of the facilitator should be selected before hand for this role, so that she is prepared.

**DO YOU KNOW?**

The technique of role-play is an age-old idea. Role playing in its modern form was first used by J.L. Morena, a Vienna psychiatrist in 1923. He used role-play methods in order to give his patients insight into some of their relationship with others by having the patient play the role of these other people. Morena saw role playing as an opportunity for an individual to shed his / her inhibitions. This method also helped them experience new feelings and creativity.

Role-playing was used extensively in the US during World War II, for the training of army recruits.

The exercise is a method which helps to understand difficult and complex processes. The exercises help in creating here and now experiences in the training situation, that are otherwise difficult to create. The participants can be a part of these exercises which are hypothetical cases and are unreal, constructed to help participants to feel the processes and their reactions as individuals to processes and situations.

**Advantages**

- Some key advantages of exercise as a learning method are:
  - It is a simple and low-cost method.
  - It exposes learners to a situation which may not be possible in reality
  - It can help in creating awareness on complex issues like values and perceptions

**Limitations**

- The key limitations of this method are:
  - The exercises are not easily available and need to be designed.
  - Since the exercise may evoke a lot of emotions, people may feel tense and frustrated at times.

**Tips for facilitator**

- Facilitator should help the participants get involved in the exercise. She should encourage people to speak freely and express their views and opinions.

**Illustration**

**Objective:** To develop an understanding on the process of decision making

**Time:** One hour

**Process:**

Divide the participants into two to three groups depending upon the number of the participants (6-7 in each group). Seat them according to their groups, allow them to read the exercise and clarify the task by saying that they have to reach a consensus while arriving at the decision.

**Debriefing:**

After thirty minutes, ask the participants to assemble again and the facilitator should structure his/her debriefing on a chart by making four columns and four rows group wise on the following:

- Whether the task of reaching the consensus was accomplished or not?
- What facilitated the group task and what were the difficulties?
- How were these difficulties overcome?
TITANIC RIDE

The TITANIC, the greatest ship ever made is sailing across the Atlantic. You are a member of the crew, enjoying a wonderful ride. But, suddenly the ship hits an iceberg, breaks into two pieces and catches fire. Much of the ship and its contents are destroyed. The ship is now slowly sinking.

You and other crew members have been very efficient in making quick arrangements for the passengers to reach a safe destination in rafts. There are still eleven passengers on the ship and there is just one small raft left which is not in very good condition and has a capacity to seat only five passengers at a time. In the next thirty minutes, the ship will sink completely in the cold waters of the Atlantic Ocean.

Your task is to discuss with the group and reach a common consensus on which three of the total eleven people below should be saved and sent in the raft.

1. A renowned, young and dynamic politician of 36 years of age who is very active, involved in social work and is liked by people all over the world.
2. A blind 7 year old child, studying at a school for the blind, with a fellowship to study in Canada.
3. A 50 year old cancer specialist.
4. A 22 year old, pregnant and unmarried woman.
5. A young bright college boy who is studying management at a renowned university.
6. A trade union leader working with the unorganised sector, inclined towards the left parties.
7. A 60 year old priest of a Catholic Church.
8. A woman human rights activist, who has worked for the cause of women.
9. A 25 year old woman hockey player who represented her country internationally and has recently attained the captaincy of the team.
10. A nuclear physicist who has been nominated for the Noble Prize.
11. A considerate industrialist who has 500 employees working under him.
An interactive learning method, simulation involves setting up or recreating a complex reality situation within the context of a training programme. Various roles are assigned to different participants and the exercise takes place for a specified period of time. A series of events and activities are set up to facilitate the interaction between the actors.

The purpose of simulation is to generate a learning experience during training, which would be an experience shared by all members of the group and becomes a shared/common/joint learning for all. Therefore, the ‘here-and-now’ is what leads to learning. Simulations can be used when we have recognised that all the learners in the group may not have similar experiences on the issue and need to do so for further learning. When learning is required at both individual and group levels e.g. how the labourers are exploited, how it feels to be powerless etc. They are used when it is essential that the group looks not merely at the cognitive aspects of the issue but the affective and behavioural aspects as well.

It helps to look at an experience in an integrated, holistic manner with its complexities, dynamics and interrelationships.

Simulations generate ‘here and now’ experiences and therefore simulations are used when learning from past experiences is not feasible. Either group may not have the experience or it could be only at the cognitive level. Simulations are also used when the information (experience) of the group may not be a common or shared one. Each individual has different reference points and unique experiences and for both individual and group learning, a shared and common database is helpful.

Advantages

- A simulation is structured such that it facilitates both individual and group process learning.
- Participants get involved in the activity, due to the intensity, depth and creative potential of the experience.
- A large amount of relevant data on several fronts gets generated within a short span of time, along with inter relationships between events, people and issues. As it focuses upon the affective component nature of learning, there is potential for transfer of learning. Since reflection is involved, the insights gained can be used and applied to situations back home.
- The learning process is entirely learner-directed and the end-result cannot be predicted, so that it gives rise to spontaneity of expression and involvement. There is no preconceived judgement used in the process. Since it is learner-directed, each learner can choose her level and intensity of learning.
Limitations

- In simulations, complex events are set up. Some participants find it very difficult to immerse themselves in their respective roles or to get into the ‘affective’ mode of learning. They feel more comfortable with rational, cognitive processes alone. Thus, their participation gets affected and in turn affects the others too and hampers the interactive learning process.

- On the other hand, some participants let go off their emotions very easily and go deep into their roles especially, if it is closely related to their personal lives. They may find it difficult to separate reality from the exercise and get affected. Thus, learning in the group may become difficult.

- Since emotions and people are the key elements of simulations, competent facilitation and monitoring is required. Besides, thorough planning, managing and stage setting of each event is very essential. This calls for a team of trainers who work closely together.

- Sometimes, the effort of the facilitators is spent more on the ‘real activity’ and the data generated is left unprocessed. This leaves the learning process incomplete and hanging.

- Considerable skill is required to debrief the sessions or else all the “data” (especially affective data) generated will not be utilised for any learning and lead to frustration.

- The choice of a particular simulation can be difficult. One that is too close to reality can become threatening; one that is too remote can become irrelevant. The challenge is in choosing and designing a simulation that fits the characteristics and requirements of the group.

Tips for facilitators

- The objectives of the exercise should be very clear. What does one want to achieve through this simulation? What is the focus of learning? These should be noted down.

- An appropriate exercise should be selected that would best elicit data from the subject matter under study as well as be suitable for this group of learners.

- The rules and instructions of the activity should be clearly defined and written down, step by step. Participants should be told about what will be done first; how time it will take; how long the entire simulation will last, how many characters are involved, number of breaks etc.

- Detailed planning regarding debriefing the participants following the activity should be done before hand. Questions to be posed after the experience must be framed.
* The facilitators should be able to anticipate possible scenarios and outcomes of the simulation and be prepared to try out different possible ways of processing the experience and the feelings.
* Briefs to be used for the simulation should be prepared in advance.
* Clear instructions to participants should be given in an easy, relaxed manner explaining the roles to be played. A right atmosphere should be created for simulation.
* When the next scene or activity is being announced, it must be ensured that all participants know that first one is over and the next one has started. Time should be planned for additional debriefing.
* In the process of the simulation, if the objectives of learning have been achieved in a shorter period of time than planned, the exercise could be stopped.
* After the activity has been completed, a closure that is not too abrupt should be clearly announced. If participants are still deeply immersed in their roles, more time may be needed to end the session gently.
* A break given right after the activity is helpful since it helps shift the focus of individuals away from the scene, as well as give them time to distance themselves from the experience. This is an important stage. Participants may otherwise continue their roles during the debriefing session.
* Debriefing should be done since the participants go through an intense experience and a process of reflection sets in. A chart with the questions that are to be asked may be displayed; for e.g. no bullets for the 3 questions:
  1. What happened to you during the activity?
  2. What were your feelings during the activity?
  3. Are there any parallels in real life?
* While participants share their feelings, the trainer should write it down on the chart.
* It is important to keep in mind that the facilitator does not question or counter the feelings of participants. They should be accepted as they are: could the feelings be further explored by asking questions like - what happened? what did you do then? etc.
* The facilitator should not draw his/her conclusions on the feelings shared.
* The facilitator should collate all the sets of experiences and draw parallels with reality. A discussion could take place on the key issues.
* As a summary, key points may be highlighted and the conceptual framework presented. This serves as a closure of the activity.
Simulations may be classified on the basis of the focus of learning. Since the simulation focuses on affective learning, the process of ‘experiencing’ holds greater relevance. Simulations could be organisational or social.

1. Organisational Simulations

These simulations attempt at taking participants through an experience of sharing organisational dynamics which otherwise is not easy to feel. Here the situation is created and all participants are involved in some way to understand and analyse organisational issues.

Illustration

**Objective:** To sensitise participants on organisational dynamics.

**Time:** One hour

**Process:**

The facilitator initially briefs the participants about the session and designates roles (by handing over briefs). The whole group should be engaged in the process. A general description of the organisation is given to all the participants so that everybody knows the context. After giving them 15 minutes to read the brief and notes on the organisation, the facilitator asks them to get into their roles, and the simulation begins formally.

(Briefs and notes are at the next page)

At the end of simulation, the participants are asked to reassemble for debriefing.

The debriefing should focus upon:

- What happened to you in the activity?
- What were your feelings during the activity?
- Are there any parallels in real life?

**Tips for facilitator:**

- The facilitator should give very clear instructions in the beginning.
- She should stop the simulation at an appropriate time
- A break should be given to participants to detach themselves from the roles before they assemble
- Since simulations are very powerful in bringing out emotions, facilitator should during the debriefing help the person (s) to vent out emotions.
SIMULATION OF ORGANISATIONAL DYNAMICS

ADARSHGRAM

Adarshgram was formed in 1985 by Mr. Badri Prasad with the mandate of working for the upliftment of the tribals in Bhugol Parganas. He had worked earlier with international support agencies at Delhi. For about ten years, Adarshgram's total staff did not exceed thirty and worked on income generation programmes and land rights. Adarshgram's interest in Bhugol Parganas developed when Badri Prasad Agency supported the Jai Prakash Movement (JP Movement) activists, Shri Prabhu Soren's work on land alienation issues of the tribals.

From 1995 onwards, many donor agencies got into a partnership with Adarshgram. Consequently interventions in the sectors of health, education, fisheries, etc. were taken up with disadvantaged groups, other than tribals. The staff strength grew to over 200. The organisation's work spread all over the state. Sector specialists and young development professionals played a significant role in the new scheme of things. At Adarshgram, there was a sudden flurry of activity. It was trying to cope with new development approaches, ideas and not to mention the new principles and jargon. Agencies had high expectations and were very demanding. Confusions about systems, procedures and roles cropped up and interrupted the smooth operations.

A need was felt, both within the organisation and outside to take stock of things. Added to this, was the latest project on the construction of small dams. It was a large grant that not only meant more work but also more visibility to the organisation.

Role Sheet

The Managing Director

Adarshgram is like your baby. You have invested the best part of your life in this organisation. Today, the challenge is to meet the demands and needs of external agencies. You want the organisation to grow. The new dam project is just what you wanted. As the managing director of your organisation, your role is to:

- Keep the discussion flowing and on track, i.e. resolving the issue of organisational review as well as working on the new project.
- Control the members who try to dominate the discussion
- Ensure that the common decision taken is clear and spells out the recommendations
Role Sheet

Assistant Director (Operation)

You have been with the organisation since 1985. You have seen Adarshgram grow and branch out in the current form. However for the past few years, there is an increased feeling of dissatisfaction with the current systems. You feel that the Managing Director does not spend enough time in the organisation. There is no direction being provided to the new staff coming in. You also feel that it is time your leadership talents are recognised and the MD makes you more responsible for running of the organisation. In fact you would not mind stepping into his shoes.

You have no interest in the meeting called today. Your sole aim is to get your pet project approved by the Adarshgram staff - a rehabilitation centre for victimised women.

In this meeting your role is to:

- Distract the attention from the MD and direct it towards yourself
- Ensure that the discussion does not get focused on what the MD wants. You want your rehabilitation centre going.
- You also want to take this opportunity to establish some hierarchical claim to the entire process.

Role Sheet

Assistant Director (Research)

You have been in the organisation since 1987. You joined because you were impressed with Adarshgram's work with the tribals. More than that, you are impressed with Badri Prasad's values and ideals. However, lately you have been feeling that Badri Prasad is not giving you enough importance. You feel neglected and out of sorts at the best of times. You cannot say much because he is the MD and you need to keep on the right side of the management. You have your own way of dealing with this situation. Instead of direct confrontation, you prefer to be a good person in every one's eyes. You feel that by pleasing all in the organisation, you may get a responsible position.

In this meeting, your role is to:

- Ensure that everyone speaks whether they want to or not.
- You keep asking for MD's views.
- You have no opinion of your own. But you take hints from what the others are saying and behave/react accordingly.
Role Sheet

Administrative Officer

You have been with Adarshgram since 1985. You are highly conscious of the organisational hierarchy. During your career with Adarshgram, you have always been careful to proceed through the right channels, obey the rules and adhere to the established norms. Your instincts for professional survival make you extremely cautious. In fact, you refuse to act on any idea until it meets the organisational standards. You tell the new staff that it is most essential to follow the prescribed rules and regulations. In fact, you sometimes feel that the new generation does not know the importance of the systems.

In this meeting, your role is:

- Maintain a cautious position throughout the meeting. You feel responsible for reminding others that changing the existing systems is necessary.
- The MD knows what is best for the organisation since he has devoted his life to Adarshgram.
- You support the MD in all his decisions.

Role Sheet

Director Finance

You are one of the oldest employees of Adarshgram. The Managing Director depends on you for all the finance related matters and you advise him in the best possible manner.

You have only one aim:- how to look after Adarshgram and manage its finances.

You are a veteran at finance. You feel that the values have degenerated and feel strongly about it.

Role Sheet

Centre Co-ordinator

You have been with the organisation since 1989. You are there because of Assistant Director (Operations). You both have been close friends and rely on each other for support. You know the Assistant Director’s dream of becoming the MD and fully support him. You extend your support to him during the meeting.

Role Sheet

Centre Co-ordinator

You have been with the organisation since 1990. You were impressed with Badri Prasad’s work and joined Adarshgram. You fully support him when he says that a time has come to expand the organisation. While there are some in the organisation who oppose the new project, you support it totally.
Role Sheet

Senior Programme Co-ordinator
You have been in the organisation since 1989. You firmly believe that Adarshgram is doing a lot of good work with the tribals.
You are an idealist who believes that good work should not be limited to the immediate community, but should affect the society at large. No new projects should be taken up for the sake of the funds. The new dam project should be taken up only if the MD can ensure that the generated water and electricity will go to the tribals first.

Role Sheet

Senior Programme Co-ordinator
You have been with Adarshgram since 1990. You like the work being done in the organisation and enjoy dealing with the range of people, the tribals and outside agencies.
You agree with the MD in whatever he says.

Role Sheet

Project Co-ordinator
You have been in the organisation since 1991.
You cannot stay focused on the subject at hand in any meeting. You have an active mind that wanders because of the vast knowledge that you have. You have the need to share all your information with everyone at any given time.

Role Sheet

Project Co-ordinator
You have been in the organisation since 1991.
You are not in favour of the meeting. The other members appear to be poorly organised and you fail to see how anything can be accomplished at this meeting. You feel that MD has already decided what he wants to do and you are wasting your time here at the expense of fieldwork. You try to convince others that it is a useless exercise.

Role Sheet

Project Co-ordinator
You have recently joined the organisation. Your main interest is to get field experience and then move on. You are still not clear about Adarshgram's vision, mission and strategy.
Role Sheet

Project Co-ordinator

You have joined Adarshgram in 1997 and are still feeling your way around the work assigned to you.

Role Sheet

Project Co-ordinator

You are actively involved in the field and feel that you have nothing to do with organisational decisions.

Role Sheet

Project Co-ordinator

You are a field worker who wants to be in the field. You do not want to have anything to do with organisational decisions.

Role Sheet

External Consultant

You are one of the oldest associates of Adarshgram and have worked as a consultant since 1985. You and the Assistant Director (operations) have been close associates. In fact, he provides you many consultancy jobs. You have been invited for this meeting by Assistant Director to contribute your valuable inputs to the process.

Source: First developed by the participants of Training of Trainers Programme, PRIA, November 1998
2. Social Simulation

These kinds of simulations aim at social problems like women's subjugation or oppression of powerless by the powerful. The illustration throws more light on this kind of simulation.

Illustration

Objective: To sensitise participants on social issues.

Time: One hour

Process:

The facilitator initially briefs the participants about the session and assigns roles (by handing over briefs). The whole group should be engaged in the process. A general description is given to all the participants to make them aware of the context. After giving them 15 minutes to read the brief and notes on the organisation, facilitator asks them to get into their roles, and the simulation begins formally.

(Briefs and notes are on next page)

At the end of simulation, the participants are asked to reassemble for debriefing.

The debriefing should focus upon:

- What happened to you in the activity?
- What were your feelings during the activity?
- Are there any parallels in real life?

Tips for facilitators:

Same as mentioned in Organisational Simulation.
SIMULATION ON WOMEN’S PARTICIPATION IN DEVELOPMENT

Objective:
To sensitise the group to the existence of factors and processes that hinder women’s participation in development programmes and projects.

Time Required: About two hours

Material required: 6-8 chairs, two tables, square sheets of paper, a big room. At one end of the room—two tables, with 6 chairs to represent a ‘primary school’ (a placard with school written)
- Two chairs representing the panchayat office, placed nearby.
- On the right hand side of the room—a placard indicating a Brahmin household
- At some distance, another placard showing a Rajput household
- At the other end of the room, a placard showing dalit and lower caste households.

Procedure
All the 22 participants need to be briefed. They represent the following development actors:
- BDO (male) BDO office staff (some male, some female)
- Doctor (male)
- District Magistrate (male)
- Pradhan (female)
- Ward Panchs (male and female)
- Rajput families (2) husband and wife
- Brahmin families (2)
- Lower caste families (3) husband and wife
- NGO leader (male)
- Activist (male)
- Media representatives (male)
- Political leader
- Other development actors

The participants then play their roles. The facilitator only intervenes if she feels the dynamics are not underway. This phase lasts for about one hour to allow people to get immersed into their roles.
A General Brief
A grant of Rs. 20 lakhs has been given to the Rampur village. The BDO, with consent of the villagers, has to draw up a proposal for a development project and submit it by end of the day.

Other Briefs
- Briefs of the BDO, his male staff, male ward, panch, doctor, NGO leader, teacher, broadly state that they want money to be spent on a project which benefits them or their relatives personally. They do not feel women's participation in preparing the development project is important nor do they feel that the project should focus on women's needs.
- Briefs of the women members of the BDO office, pradhan and ward panch should have a mix of situations - such as some members are powerful to articulate the need to include women’s participation while some members could be less assertive to place that demand.
- Briefs of some male members of BDO office, the activist and few development actors specify their positive attitude towards women’s participation and highlight the need to incorporate women’s needs in the development project.
- Briefs of male members of the Brahmin, Rajput and low caste families represent focus of patriarchy, with exploitation and low esteem of the low caste men.
- Briefs of the women of the Brahmin, Rajput and low caste families represent low status and poor confidence of the women. In general, they lack awareness of the development project.

Debriefing methods
Debriefing involves the facilitator asking each participant:
- How did you feel?
- Why did you feel that way?
- Are there any parallels in real life situations?

The participants are asked in an order such that the government staff, the panchayat, NGOs and the families are grouped together.

Based on the responses, the facilitator specifies how different development actors work to hinder or facilitate women’s participation in development programmes.

Based on the consolidation of responses, a broader framework of factors promoting and hindering women’s participation is shared with the group.

The framework includes:
- Influence of social, political psychological, organisational, operational aspects of women’s participation.
- Strategies to overcome the factors that hinder and promote those that facilitate women’s participation.

Source: Developed in the First Regional Workshop on Participatory Development, Ummati and PRIA, February 1997
DO YOU KNOW?

The origins of the simulation lie in the training of bomber pilots before the World War II. The real-life training of pilots on an actual flight may be too risky; an error during learning may prove fatal. So, the real-life conditions of air pressure inside an aircraft, with all the combinations and possibilities are created in a simulated manner. Learning can, thus, take place without serious risks. In 1940s and 1950s one of the main uses of simulations developed by RAND Corporation and others was by the military and later the diplomatic corps. The most significant occurrence in the history of simulations is tied to the introduction and growing use of digital computers that began in 1950s. In addition, behavioural simulations were developed for use in psychological experiments in the early 60s, beginning with HOMUNCULUS, a computer model of a social person. This simulated how people make behavioural decisions in interaction with others.

The case study method involves learning through another person's or organisation's experience, specifically when that experience is not available to the group itself. This could be either through a written document or through oral presentations or through audio-visual forms. The case-study method is used to supplement certain theoretical concepts that are dealt within the group. The case presentation helps to elucidate underlying principles and highlight critical issues by presenting a real example of how these concepts apply.

This method helps to discuss and evaluate approaches used in similar or different contexts. Essentially, what it demonstrates is that there are various ways of perceiving a problem, analysing and handling it. Learners can draw parallels with their own sets of experiences and observe the differences in approaches. Case study is a good learning exercise and can help learners systematically develop new knowledge through a process of collective reflection and analysis. Case studies form a theoretical basis for skill building. Case studies are adapted to be used in the training situation. With the help of case studies, new theoretical constructs can emerge. Often, concepts, which have emerged from practice, are further refined through such a process of analysis.

The case study method is very effective for dealing with key issues and concerns of a group of learners. By observing another person's/organisation's experience, it helps participants to distance themselves from their own experience and reduces anxiety and tension in the learning process. It is also effective when the issue to be discussed is likely to polarise the group and not lead to any constructive outcomes.

A case study can also be prepared in several parts with specific objectives of learning. Groups may work on specific parts allotted to them. Their experiences are collated and used as learning material for the entire group by the facilitator.

Thus, in the case study method, participants are able to learn through the experiences and consequences of others. A comparison of various perceptions of issues, opinions about data generated enables them to examine the congruence and incongruence in the situation.

The case study method can be conducted in the following steps:

- reading or hearing a case presentation along with audio-visual aids (if available)
- individual reflections on some key issues that were highlighted in the brief
- small group discussion (to explore the issue further)
- extract insights
- collective analysis and synthesis
- summarisation
- feedback on various possibilities that now exist for action

54 METHODS OF PARTICIPATORY TRAINING
Advantages
Case presentation can contribute significantly to a process of:

- **Creating options:** exploring space for a wide range of techniques and approaches that can be used for a particular problem.
- **Raising awareness** helping learners understand the underlying causes and factors that have either enhanced or hampered a particular process.
- **Development of planning, problem-solving and analytical skills:** using other people’s experiences as valuable insights and bases for one’s own learning.
- **Cognitive inputs:** contributing to new understanding of conceptual frameworks.
- **Drawing strength from the experience of others:** sharing similar experiences with others and realising that one is not alone in one’s struggle gives renewed faith and confidence in one’s work and helps deal with failures and frustrations.

Limitations

- Finding an appropriate and relevant case study is difficult. There is very little systematic documentation in the field of training. It is time-consuming to collect information and prepare case studies.
- Case studies are written either by the person involved in the process or by an outsider or jointly. These are, therefore, coloured by the perceptions, ideologies, feelings and experiences of the writers involved and can give distorted and subjective versions of a given reality.
- Since the real outcome in an adapted case prepared for skill building is unknown, learners and facilitators may flounder in the process of reaching some closure and consensus on decision-making.
- If the case study is merely a summary of several experiences, it will not lead to any specific learning; therefore, it must not be generalised.

Tips for Facilitator

- The case study method involves a high degree of involvement and participation on the part of both the learners and the trainers. Asking questions, probing further, clarifying, seeking clarifications, inviting interpretations, drawing parallels between the existing reality and what is happening in the group are the various responsibilities of a facilitator.
- The pace of case study analysis has to be kept in mind. What may work with one group of learners may be totally redundant for another group. The facilitator should therefore, keep in mind the level of learners and the objectives to be achieved.
In the absence of a readily available case study, the facilitator could prepare a case study as well. Preparing and using case studies requires considerable skill and experience.

### Study Methods

#### 1.0 On the basis of presentation/form

#### 1.1 Written: As the name suggests, this kind of case study is in the written form. The experiences of some other persons/situations are written down. Like any other case study method, this variation also involves group discussions by the participants. The participants are given sheets where the case is written, they are asked to read and make points on the questions asked in the case. Before making presentations, they need to discuss the points with the group.

The disadvantage of written cases is that they can only be used with literate people. Other forms of case study methods can be used with illiterate people too.

**Illustration**

**Objective:** To sensitise participants about women leadership in panchayats (local governance unit) and factors contributing to the effectiveness of leadership.

**Time:** One hour

**Process:**

The participants are divided into groups of four-five each (depending upon the number of participants) and a case is given to the participants. They should be asked to read the case individually and then go into the groups. Each individual should be asked to make points on the questions given for the case. In the group discussion, those points should be shared and one presentation should come from each group reflecting group analysis and task. After the presentation, the facilitator briefs the participants based on the questions given in the case.

**Tips for facilitator:**
- The facilitator should give sufficient time to participants to read the case.
- She should make clarifications during the discussions in-groups and explain the task also.
- She should tell the participants to finish the task on time, and give extra time if necessary.
CASE STUDY OF DHANESWARI DEVI

Dhaneshwari Devi is the Pradhan of Kajlot panchayat in the Rait block of Kangra district. She is 42 years old and is a Bhardwaj by caste. She has studied up to the intermediate level. Dhaneshwari Devi is married and has four children, two boys and two girls. She hails from a well to do family. She lives in a nuclear family where the head of the household is her husband, while the head of the ‘domestic’ household is her mother-in-law.

Dhaneshwari Devi has all the potential to be a good representative of the people. She has good leadership qualities and was earlier the Pradhan of the local Mahila Mandal. She also takes active interest in cultural activities and encourages the youth of her panchayat to participate in various cultural events. In fact, it was because of her earlier work and her interest in social work that the community members decided to nominate her for the Pradhan’s seat. Her decision to contest for the elections was influenced firstly by her husband and secondly by the people, especially women and youth.

She belongs to a family who was previously panchayat members. In fact, her mother-in-law had been a member of the Panchayat Samiti and her father-in-law had been a ward member. Her family thus gave her a lot of support during the panchayat elections, mainly financial, moral and electioneering support. After getting elected as the Pradhan of the panchayat, her family members, especially her husband and elder son, helped her in making decisions related to her work as a Pradhan and also in implementing those decisions.

However, Dhaneshwari Devi does admit that she has experienced a conflict between her role as a Pradhan and as a housewife in carrying out her duties as a Pradhan. “More time is spent in panchayat related activities, resulting in the neglect of family life.”

Ever since becoming the Pradhan of the panchayat, Dhaneshwari Devi has taken a lot of interest and showed initiative in carrying out developmental work in the various wards of her panchayat. She has made full use of the money that has come to her panchayat. Moreover, she remembers each and every construction work or beneficiary of government schemes in all the wards (these have been mentioned below - the list of activities carried out in the different wards is what she recalled from her memory). This indicates that she has a lot of interest as well as the capacity and potential of being a good leader.

Not many Panchs can boast of being able to get the Chief Minister to visit their village. Dhaneshwari Devi can. This is a measure of the confidence with which she can conduct herself as a Panch.

She is recognised as a good leader in the community and people in the village are proud to have Dhaneswari devi as their leader.

Question
- How can you say that Dhaneswari Devi is a good leader?
- What are the factors contributing to her leadership?


METHODS OF PARTICIPATORY TRAINING 57
2. **Audio:** To make illiterate people understand from others' experience, the case study of a person/situation is narrated verbally by the facilitator or by the person who has that experience.

3. **Visual:** The case can also be video recorded and presented to the participants. Puppet shows are also very helpful in depicting cases.

---

**DO YOU KNOW?**

The case study method has been used since the early 1900s at The Harvard Business School. Faculty members from other schools were also trained in the Case Study Method from 1955 to 1965 through visiting professors Case Method Program sponsored by the graduate school of Business Administration and the Ford Foundation. Originally, most of the cases were used in planned organisational change and business strategy.

Learning games are those methods, which are fun and energetic and involve almost all the participants. Many complex issues can be tackled easily through learning games. These games have a set of rules and regulations and may or may not include a competitive element. Games are usually employed to convey feelings and processes which are commonplace, e.g. trust games, leadership games and so on. The learning games can be used to explain group processes. Games must be interactive, provide options and not directive (like simple dice games with messages on the designated squares). The focus of the game must be clear to the trainer or debriefing will be confused. After the game is played, it is essential that the feelings of the participants are debriefed and consolidated. Entertainment without learning is not the objective.

Advantages

- It is lively, fun and involves everyone's participation.
- Complex issues can be explained in a simple manner.
- It allows the participants to experience the matter under consideration right there within the course of the training itself, (also called 'here-and-now' experience).

Limitations

- Finding or designing appropriate games is not very easy.
- The games involve fun and excitement, participants may get too immersed in fun and deriving learning may become challenging.

Tips for facilitator

- The facilitator should be careful to pick up an appropriate game so that it fulfils the objective of the learning.
- The facilitator should give instructions at the beginning of the game.
- The facilitator should be able to cull out the learning from the game.
Illustration

Objective: To develop an understanding on stages of problem solving.

Time: Half an hour

Process: The facilitator should draw a big circle on the ground indicating a pond. Some participants are asked to play the role of small fish in the pond while some are big fish. Small fish are asked to constantly hop inside the pond with their hands stretched, while large fish are asked to wade in a standing posture in the pond.
Small fish need to hop continuously in order to save themselves from being eaten up by the large fish. As soon as they stop doing that, big fish inside the pond can eat them up. Large fish cannot die in the pond since there are no predators present in the pond to feed upon them, they can die only if they are pushed out of the pond.

With these instructions, the game begins. In the first round, most of the small fish are eaten (The eaten fish are asked to go out of the pond).

The facilitator stops the first round and asks participants or small fish to solve this grave problem as most of their kin have died and they need to do something to force the large fish out of the ponds. Five to ten minutes are given to the participants to evolve a strategy to save their lives.

The second round is initiated and small fish implement the strategy, some possible strategies that may be adopted are:

- Remaining in the periphery and forcing large fish to come towards the periphery to push them out
- The other strategy could be small fish uniting, holding hands together and forcing big fish out of the pond.

Debriefing:

The debriefing should focus upon:

- How participants felt in the role of small and big fish?
- Why did they feel that?
- What was the problem?
- How small fish solved the problem?

The facilitator should put all these comments on the board or flip chart and explain the stages of problem solving- defining the problem, analysing causes, thinking of solutions, choosing the best alternative and implementing it.
This game can also be used for a display of unity and to promote collectivism in the group. The debriefing, however, is a little different then.

**Tips for facilitator:** The facilitator should explain the game properly and help the small fish in thinking of alternatives to redress the problem in the second round.

<table>
<thead>
<tr>
<th>Energisers/Ice Breakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icebreakers, activators or energisers are not true learning methods, but serve the purpose their names suggest. They are non-threatening, fun activities and sometimes use physical movements to create an appropriate learning environment. The games help individuals to interact with each other and create a group feeling. Games, songs, and physical exercises can be used. They help in introducing participants to each other, set the tone of the training and break the monotony. Icebreakers can be used whenever communication has stalled, at the beginning or half way through a training or workshop.</td>
</tr>
</tbody>
</table>
'Instruments' are a structured experience in which learners are given a particular printed format containing clear instructions and a series of questions, usually with multiple choices, or requiring brief replies. Participants fill in the questionnaire either individually, or in twos/threes. At the end of the questionnaire, there are instructions explaining how to examine answers, assign scores and tally them. The significance of different scores and what they mean are also explained.

The purpose is to generate data about each learner. However it is left to the learners to decide how to use this information about themselves. Thus, in terms of the experiential learning cycle, the steps of publishing, processing, generalising and applying are done individually by each participant and not collectively by the whole group.

**Advantages**

- Can be a very effective method for learning more about one's own self through systematic self-examination, reflection, and in some cases, feedback.
- The learner does not feel external pressure or compulsion. Learning takes place at the individual's own pace, according to his or her interest and inclination.

**Limitations**

- Can only be used with a group which is highly literate.
- Needs a certain amount of honesty and genuine interest on part of the learner to generate meaningful data.
- Works better with people who can learn intellectually at the level of abstractions
- Very difficult to design such instruments.

**Tips for facilitator**

The facilitator should explain the questions properly to participants otherwise it could lead to wrong scoring and eventually wrong interpretations.

Instruments may be Interpersonal and Intrapersonal based on the analysis.

**1.0 Intrapersonal instrument**

In this, the focus is on knowing one's own behaviour and analysis is done at individual level only by the individual.

TP questionnaire on leadership styles. (The instrument with the scoring sheet is attached after the illustration.)
Illustration:

**Objective:** To make an individual aware about his/her leadership styles.

**Requirements:** Copies of instruments.

**Time:** One hour

**Process:**

The facilitator distributes the copy of the instrument (TP Leadership) to all the participants. The individuals are asked to fill up the questionnaire by careful reading. After all the participants finish filling up questionnaire, the facilitator helps participants in scoring and in the analysis.

The debriefing should focus upon:

- **Scoring of marks against P and T**
- **Analysis of the graph showing people oriented leadership and task oriented leadership style**

**Tips for facilitator:** As mentioned earlier, the facilitators need to explain each question to participants in order to develop clarity.

- **During filling of questionnaire, the participants should be helped by the facilitator.**
- **Those who are likely to fill at a slow speed should be closely monitored and assisted before the debriefing begins.**
- **During debriefing, each step should be taken one by one so that all participants move at the same pace during the process of debriefing.**
**T P Leadership Questionnaire: An Assessment of Style**

**Name**

**Directions** - The following items variously describe aspects of leadership behaviour. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle those alternatives which indicate your most likely behaviour in the situation.

- Always - A
- Frequently - F
- Occasionally - O
- Seldom - S
- Never - N

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>F</th>
<th>O</th>
<th>S</th>
<th>N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would most likely act as the spokesman of the group</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would encourage overtime work</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would allow members complete freedom in their work</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would encourage the use of uniform procedures</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would permit the members to use their judgement in solving problems</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would stress being ahead of competing groups</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would speak as a representative of the group</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would needle members for greater effort</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would try out my ideas in the group</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would let the members do their work the way they think the best</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would be working hard for the promotion</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would tolerate postponement and uncertainty</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would speak for the group if there were visitors present</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would keep the work moving at a rapid pace</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would turn the members loose on a job and let them go to it</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would settle conflicts when they happen in a group</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would get swamped by details</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would represent the group at outside meetings</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would be reluctant to allow the members any freedom of action</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would decide what should be done and how it should be done</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would push for increased production</td>
</tr>
</tbody>
</table>

---

64 METHODS OF PARTICIPATORY TRAINING
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>F</th>
<th>O</th>
<th>S</th>
<th>N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would let some members have authority which I could keep</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>Things would usually turn out as I had predicted</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would allow the group a high degree of initiative</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would assign group members to particular tasks</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would be willing to make changes</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would ask the members to work harder</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would trust the group members to exercise good judgement</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would schedule the work to be done</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would refuse to explain my actions</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would persuade others that my ideas are to their advantage</td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would permit the group to set its own pace</td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would urge the group to beat its previous record</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would act without consulting the group</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>I would ask that group members follow standard rules and regulations</td>
</tr>
</tbody>
</table>

- T
- P

Answer sheet
1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34 and 35.
2. Write a number 1 in front of a circled item number if you responded seldom (S) or never (N) to that item.
3. Also write a number 1 in front of item numbers not circled if you responded A (always) or F (frequently).
4. Circle the number 1’s which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. Count the circled number 1’s. This is your score for concerns for people.
6. Record the score in the blank following letter P at the end of the questionnaire.
7. Count the uncircled number 1’s. This is your score for concern for task. Record this number in the blank following the letter T.
8. Mark the score on the graph.
2.0 Interpersonal Instrument

This instrument is filled by the individual or by other group members for the individual and therefore analysis and feedback process takes place in the group. For instance- the interpersonal perception form.

**Objective:** To make an individual aware about his/her behaviour in relation to the group and others and help in self-development

**Requirements:** Copies of instruments

**Time:** One hour

**Process:**

The facilitator makes groups of three (triads) participants and distributes the copy of instrument to all the participants. The individuals first fill up the forms and then pass it on to another member in the clockwise direction. The other two members fill up the form for the individual who has passed the form to them. Eventually, every member in the triads has filled her own form and the form of other two members.

After all the triads have completed the forms, the facilitator conducts a debriefing focusing on:

- Scoring
- What the scores convey (by explaining framework of self development)
- How one can improve one's scores

The facilitator asks the groups to discuss within themselves the reasons for different and similar scores and the strategies to improve upon them.

**Tip for facilitator:** These tips are similar to those mentioned in the earlier example.

Triads should be decided upon after careful consideration as this instrument has questions which can be filled up only by individuals who know each other relatively well.
## Inter Personal Perception Form (I.P.P)

<table>
<thead>
<tr>
<th></th>
<th>A (by self)</th>
<th>B (by partner 1)</th>
<th>C (by partner 2)</th>
<th>Are you someone who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>keeps trying until you succeed?</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>listens carefully to others?</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>takes an active role in a group?</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>often interrupts others?</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>tends to decide in haste?</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>is work oriented?</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>respects other people's ideas, emotions and experiences?</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>tries to make others feel at ease?</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>waits for others to greet first?</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>gets ahead by pushing others to the background?</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>prefers to work by yourself?</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>wants to do what is fun and does not worry about the future?</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>would try to get in the good books of your supervisor?</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td>tells jokes?</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>takes an initiative in relating to other people, irrespective of their position?</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>would take the blame for a co-worker's failure?</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>has a high commitment to his work team?</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td>believes that most people can be trusted?</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>will let people take undue advantage of you?</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>is relationships - oriented?</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>is not bothered about other people's feelings?</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td>is a difficult person to manage?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>always has something to say?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>asks others for help?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>is a satisfied with yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>is too much independent?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>takes keen interest in people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>volunteers to help others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>gets upset under pressure?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>tries to get things done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>will work for social welfare even if it means considerable scarifies of self?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>wants things done in own way?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>makes friends easily?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>is a thoughtful friend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>has difficulty in saying no?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>is warm and friendly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>loves to operate in defined boundaries?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>does things on the spur of the moment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>does not reveal himself to others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>does the minimum necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>prefers to work with others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>can't keep a secret?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>manages difficult situations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>lacks control of emotions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>is serious?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>encourages other's to try out new ideas?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>is highly result-oriented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>is willing to consider and accept others' suggestions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>supports others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>takes personal responsibility for his/her own performance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>find it difficult to relax?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: A Manual for Participatory Training Methodology in Development, PRIA, New Delhi, 1988
The skill based methods involve learning by doing or learning through observation. The following categories fall under this classification for skill enhancement.

1.0 Learning by doing

1.1 Practice/Apprenticeship

Practice and apprenticeship are of paramount importance for training. The difference between the two lies in that practice is done under controlled situations while apprenticeship is done in real life situations and is usually of a longer duration. It is essential in both methods that the learner be supervised by the trainer and given feedback. These two methods can be used to develop any skill. In the course of training, it is easier to incorporate practice, while apprenticeship can be an entire training in itself.

Illustration

Objective: To enhance the skill of the participants as trainers.

Requirements: A hall, some chairs or any kind of seating arrangements, board, papers, markers.

Time: Two-three hours

Process: The participants are given a topic to discuss for 2-3 hours in a controlled situation. The participants are observed by the trainers and other participants. After the session is over, the feedback process is initiated. The facilitators/trainers and if necessary, other participants give feedback to the participant/s who took sessions.

Tips for the facilitators: The facilitator needs to observe the participant/s thoroughly during the session and record the observations. During the feedback process, the facilitator should start with the positive reinforcement and later point the areas which need improvement as trainer. If the participants’ feedback is invited, the facilitator should ensure that feedback is helpful and not judgmental or evaluative.

In apprenticeship, the participants are associated with the trainers for a long duration, may be for a whole training programme lasting three to four days. Continuous involvement for a long duration and feedback by the trainers on each day’s performance can help in building the skills of the participants. Unlike the practice session, which is structured and controlled, apprenticeship is uncontrolled and is not restricted to a couple of hours.
CHAPTER IV:

SKILL BUILDING METHODS

• Learning by Doing
  - Practice / Apprenticeship
  - Projects

• Learning through Observation
  - Demonstrations
  - Field visits
2.0 Learning through observation

2.1 Demonstrations

Demonstration refers to the method in which the learners are provided an opportunity to observe for themselves the object or processes that they wish to learn. Demonstrations maybe be real-life or models. This method is useful in conveying complex information simply, as seeing and understanding is considerably easier than just listening. The learner is encouraged to ask questions about what s/he sees. Demonstrations are made in controlled situations like a laboratory, training hall, demonstration farm etc. Examples include- demonstrating the working of a bio-gas plant or a sanitary latrine through a model, conducting an interview by the trainer, demonstrating safe deliveries to birth attendants through models etc.

Illustration:

Objective: To orient participants and develop skills on use of sanitary latrines.

Requirements: Models of sanitary latrines in a village.

Time: One to two hours

Process: The participants are shown sanitary latrines. The facilitator provides information to participants on its use, cleaning, how much water should be poured and how to use the brush in order to make the sanitary latrines last for a longer period and to check spread of diseases.

Tips for facilitator: The facilitator should divide participants into groups if there are a number of them so that everyone gets the opportunity to see the demonstration properly.
2.2 Field visits

Field visits refer to demonstrations in situ, i.e. where the subject matter actually occurs or happens in real life. Some examples of field visits are - taking the learners to a hospital during the course of a health training or taking learners to villages for PRA training, or taking community level workers to the block office for a training session on the local government etc. The emphasis again is on observing, asking questions and understanding. The learners are not encouraged to participate in any activity during a field visit.

**Illustration**

**Objective:** To develop skills on mushroom cultivation as a livelihood option.

**Requirements:** A field site

**Time:** Five-Six hours (may extend to more hours depending upon the situation)

**Process:** The participants are taken to a field where the community members are engaged in mushroom cultivation. The participants are briefed before they are taken to the field about the village and the people who are involved in the cultivation. They may be asked to prepare a checklist to ask questions to the villagers and other organisations who may be supporting such projects in the village.

In the field, the participants can ask questions to the cultivators on how they started it, why mushroom cultivation was chosen as an option, the marketing links, the profit this kind of cultivation generated etc.

After coming back from the field, the facilitator has a debriefing session for participants focusing on their learnings.

**Tips for facilitator:**

The trainer/facilitator must remember to prepare the field adequately before taking the learners to the field. Conversely, the learners must be carefully briefed about what they should observe, and about decorum and norms that need to be respected.
Participatory Training Methods

- Cognitive
  - Lecture
  - Question Answer
  - Panel Discussion / Symposium
  - Syndicate
  - Spot game
  - Web analysis
  - Using pictures / symbols

- Skill
  - Practice
  - Apprenticeship
  - Demonstration
  - Field visits
  - Projects

- Affective

- Own
  - Past
    - Small Group Discussion
      - Buzz
      - Syndicate
      - Carousel
      - Jigsaw
      - Black Cap-Yellow Cap
      - Fish Bowl
    - Role Play
      - Process oriented
      - Sociodrama
      - Simple
      - Multiple
  - Instruments
    - Interpersonal
    - Intrapersonal
  - Simulation
    - Social
    - Organisational

- Others
  - Present
    - Exercise
    - Learning games
    - Case Study
    - Written
    - Audio
    - Visual

METHODS OF PARTICIPATORY TRAINING  77
REFERENCES