# Towards Shared Learning

Nonformal Adult Education
for Marine Fisherfolk

Trainers' Manual

# Towards Shared Learning

A Manual of Participatory Training
For Trainers of Animators
In Nonformal Adult Education

Outlined in a Workshop conducted by
Bay of Bengal Programme
from April 16-23, 1984
and designed by a small committee
in May - June 1984

Field-tested in September 1984
and revised in November 1984

# Contents:

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# Preface:

This manual is intended as a guide to trainers of "animators" or teachers in nonformal adult education (NFAE) centres for fisherfolk in Tamil Nadu, India.

Who is an animator? He hails from the village. He runs an NFAE centre and helps the "learners" acquire knowledge and various skills. The "trainer" is the person who trains the animators.

This Trainer's Manual contains profiles of animators and describes the participatory training approach, its beliefs and assumptions. It includes a 12-day training model divided into five stages. It contains easy—to-use, step-by-step explanations for trainers in their conduct of various sessions.

BOBP commenced its NFAE work in Tamil Nadu under a pilot project in Adirampattinam, a fishing village in Tanjavur district. The fisherfolk of Adirampattinam accorded a high priority to educa-tion and requested that an education programme be initiated in their village. Since the fishing occupation makes regular school impractical, the idea of an NFAE programme was born.

Available materials for an NFAE programme for fisherfolk were found to be inadequate. BOBP, therefore, developed a model curriculum in close cooperation with the Tamil Nadu Directorate of Nonformal and Adult Education, the State Resource Centre and the Tamil Nadu Directorate of Fisheries. This manual is one element of the package. The other components include an animator's guide, a numeracy primer and an animator's edition of the numeracy primer, literacy primers and workbook, supplementary readers.

The Trainer's Manual was developed after a workshop in April 1984 attended by 14 participants from the Directorate of Fisheries, the Directorate of Nonformal and Adult Education, the State Resource Centre, the National Council for Educational Research and Training, voluntary agencies working in NFAE and BOBP. Following the workshop a four-member sub-committee devised the Trainer's Manual. It was then field tested and circulated to over 150 agencies in India and abroad for comments and suggestions. The project was coordinated by Ms Patchanee Natpracha, Sociologist, BOBP.

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# Nonformal Adult Education for Tamil Nadu Marine Fisherfolk: The BOBP Experience

How did BOBP's small-scale fisheries project get involved in
**non-formal** adult education (NFAE)?  The marine fisherfolk of
Adirampattinam Tamil Nadu are responsible.  They were parti-
cipating in another BOBP project (described in BOBP/WP/17).
They said education was on'e of their prime needs, and requested
an education programme: BOBP sought the cooperation of two
local authorities — the Directorate of Non-Formal Adult
Education and the State Resource Centre.  The idea was that the
NFAE centres would be closely related to other activities of
the Adirampattinam project.  The NFAE centres were also
intended as places where fisherfolk could discuss problems
and plan action.

It was found that existing material for a NFAE programme for
fisherfolk was inadequate considering the type of approach
that was necessary.   This led to a programme wider in scope
than what was originally envisaged at Adirampattinam.  The task
was nothing less than the development of an entire NFAE
curriculum for marine fisherfolk in all Tamil Nadu coastal villages.

Non-formal adult education is essentially a process of learning
through reflection and through sharing of experiences by partici-
pants.  Both learners and animators (teachers) need to be fully
involved in cooperative learning to solve the problems of their
village.  This is the essence of a 'participatory approach'.
Such an approach will be found valuable for any development
work — in fisheries or any other field — that focuses on human
resource development.

The concept of non-formal education is generally intellectually
appreciated by all those in the field of adult education.
However,    theoperationalization of this concept has always been
difficult.  Even one involved in the development of this curri-
culum tried his/her best to evolve a tool for operationalising
the concept and translating it into reality.  The curriculum
development process was genuinely participatory.  Constant
interaction at all levels was the norm.

Such interaction had a direct impact on the quality of the material developed.  The result was not merely a package of educational material but also an experiment in turning the concept of non-formal adult education into reality.  The entire venture was long and collaborative, and ensured both the suitability of the package and its quality.

The curriculum package developed consists of:

* Animator's Guide

* Literacy Primer and Workbook

* Numeracy Primer and Animator's Edition
  of the Numeracy Primer

* Trainer's Manual

* Supplementary Readers

Here's a brief description of each component of the package and how it was developed.

Animator's Guide (for the animators)

(June 1982 - February 1985)

An "animator" in a NFAE programme is a personWhoorganises the local NFAE centre and works with the target population of "learners" -- in this case the fisherfolk.

The Animator's Guide developed by the project is a handy illustrated booklet.  It consists of a set of 33 lessons discussing eight areas of life in Tamil Nadu coastal villages: community, occupation, health and nutrition, social problems, leadership, income and savings, cooperation, education.  The guide lays emphasis on the awareness and functionaliity objectives of the Government of India's National Adult Education Programme.  It helps the animators to encourage learners to discuss their lifestyle, workstyle, environment and attitudes, and actively involve them in their own learning process.  It is also intended that the animator, over a period, will himself be able to develop new lessons to suit local needs and situations.

Evolution of the Animator's Guide:  A few animators were recruited from the local  community with advice and help from the State Resource Centre for Non-Formal Education and the Directorate of Fisheries.  They were trainedfirst by personnel from the State Resource Centre.  The training emphasized skills, in organizing adult education centres, motivating learners, developing curricula,  and using the participatory

approach. A second training exercise was organized by BOBP specially to develop discussion skills. Emphasis was on the use of techniques such as role plays, pictures and questioning that would enhance learner participation. A third training exercise was held to review the topics identified and prepare lessons and teaching aids. Following this third exercise, several efforts were made to develop appropriate lessons.

The draft lessons and the participatory approach in using them were then tested at a few non-formal education centres opened in Adirampattinam. Animators and learners in these centres were aware that they were taking part in a test activity. The level of content and presentation, and the quality of teaching aids, formed the criteria for testing the lessons; while the performance of the animator, the comprehension and involvement of the learners and the atmosphere were the criteria for testing the approach.

Two animators were attached to each test centre, taking turns to teach and observe. Three field workers of BOBP and the Directorate of Fisheries provided support and supervision.

The result of the field-testing showed that the animators and learners took a keen part in the discussions and enjoyed them. The animators would be able to facilitate the discussions among learners with sufficient training and field support.

In all, 54 lessons in 10 areas such as "community", "occupation", etc., were prepared by several small groups at a number of sittings. These lessons were reviewed and analysed at a week-long national workshop held in November 1984. Fifteen experts from India and Bangladesh with experience in non-formal education evaluated the lessons. The comments made by the experts were about the format of the questions, the attitudes implied, the participatory nature of the approach, the relevance and the level of content in relation to the needs of the learners. The lessons were revised on the basis of these comments.

<u>Literacy Primer and Workbook</u> (for the learners):

(November 1983 - February 1985)

The Literacy Primer is an attractive publication titled <u>Elelo Eilasa</u> (a theme song of fisherfolk in Tamil Nadu coastal areas). It has 16 lessons that introduce the 147 functional letters of the Tamil alphabet; the theme of each lesson is illustrated by 12 drawings in colour on fishing village activities. The letters of the alphabet are taught through words and pictures. The learner's workbook contains exercises that enable the learners to practise reading and writing at home.

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The November 1983 national workshop that reviewed the Animator's Guide also provided some guidelines for the development of a literacy primer for the fisherfolk. Workshop participants suggested that the primer being developed should concentrate on the "functional" letters of the Tamil alphabet; that each lesson should stress a single concept or issue; that the primer's vocabulary should be confined to what the fisherfolk know and to words found in the lesson plans.

A study was made of daily newspapers and magazines available in the village to arrive at a set of functional letters. A week-long workshop was held in December 1983 with eight participants drawn from BOBP, DNFE/AE, SRC and university linguistics experts with experience in teaching Tamil to adult learners. A literacy primer and a workbook were developed.

The literacy component of adult education is seen here as a book of information or knowledge to help improve the quality of the learners over a period of time.

Numeracy Primer and Animator's Edition of the Numeracy Primer

(for both learners and animators):

(March 1984 - February 1985)

Titled Andradakkanakku (day-to-day arithmetic), the Numeracy Primer has separate sections that focus on the counting of numbers and the derivation of numbers from numbers (about addition, subtraction, multiplication, division, etc.) There are chapters on how villagers tell the time; money and currency; measuring length; measuring volume; measuring weight. A special animator's edition of the Numeracy Primer was also produced, to enable animators to use the primer effectively.

Counting and arithmetical skills form an integral part of daily life. In preparing the numeracy primer, the stress was on understanding the basic concepts of numeracy and their relationships in real life context. It was believed that such an understanding would give the learners confidence to handle numbers as part of their written culture — at present they do calculations mentally.

The numeracy primer draws on the author's extensive experience from her study of the day-to-day practices on the use of numbers and arithmetical calculations in rural Tamil Nadu. Besides, a brief study was specially undertaken in coastal villages for the purpose of the primer.

Trainer's Manual (for the trainers of animators):

(March 1984 - February 1985)

The Trainer's Manual contains profiles of the animators, a
description of the participatory training approach, its beliefs
and assumptions, and notes for trainers, besides a 12-day training
model (suggested daily exercises for the training of animators)
divided into five stages.  These are:"Understanding oneself
and others"; "Understanding the community"; "Understanding the
present education system and its relevance"; "Practising the
role of the animator"; and "Designing the workplan for NFE
centres."

The Trainer's Manual contains easy—to—use step-by-step expla-
nations for trainers in their conduct of various sessions.  A set
of questions for each session serve as guidelines.  "Support
papers" or essays on subjects like "Poverty" and "Health problems
in India" are meant to help both trainers and animators.

As part of the preparatory work for a workshop on developing
the Trainer's Manual, a field survey was undertaken.  This was
meant to acquire a better understanding of the social, cultural,
economic, health and educational life of fisherfolk along the
coastal areas of Tamil Nadu.

The week-long workshop in April 1984 was attended by 14 parti-
cipants representing the Directorate of Fisheries, the Directorate
of Non-Formal Education, the State Resource Centre, the NCERT
(National Council of Educational Research and Training),
voluntary agencies working in the field and BOBP.  The participants
reviewed the curriculum already developed; familiarised them-
selves with learner's and animator's profiles made available
from field studies; identified the training requirements of ani-
mators; and developed an outline for the trainer's manual.

Subsequently, a training model was worked out in detail during
May 1984 by a committee of four members, as a follow-up to the
workshop.  A draft copy of the Manual was circulated for comment
to over 150 agencies and individuals engaged in education and
training in India and abroad.

A system of proper evaluation is built into the whole process
of training by making the participants conscious of their
learning.  It is ensured that learning responsibility is shared
between the trainers and animators and then between the animators
and learners.  It is hoped that the manual can be adapted for
training field workers in many other areas of development as well.

Supplementary Readers (for animators and fisherfolk):

(September 1983 - March 1985)

These are easy-to-read, well illustrated booklets.  They
provide the fisherfolk with reading materials to sustain their
interest in reading, enhance their knowledge and self-awareness.
About 40 such booklets have been prepared at three levels.
Picture content is the highest in the first level and the
lowest in the third level.

The supplementary readers deal with the subject areas indi-
cated in the Animator's Guide. When topics were identified,
popular authors were contacted for writing them up.  Some of
these booklets were also tested with the learners.  Currently
the printing of these materials is being undertaken by the
Directorate of NFE/AE, Tamil Nadu.

In conclusion, it may be stated that in the evolution of the
curriculum package a great deal of effort has gone into
thinking through the basic NFAE approach, in the hope that it
would enable people going through the educational process to
acquire better control of situations that affect their lives.
The package lays stress on human development.

The Directorate of Non-Formal and Adult Education, Tamil Nadu,
agreed to publish the package and use it in adult education
centres in the coastal villages of Tamil Nadu.  It was thought
possible that the Trainer's Manual and the Animator's Guide
could be adapted for use in many other areas of development.
The BOBP therefore decided to bring out English editions of
these manuals.

The development phase of the NFAE curriculum package for
fisherfolk has concluded.  An "implementation phase" is
essential before it is applied on a wide scale.  The mecha-
nism for an implementation phase is presently being finalized
by the Directorate of Non-Formal/Adult  Education, and it will
soon begin.  During this phase the package will be used in
fishing villages throughout a district/area.  This experience
will enable everyone interested in NFAE to learn about
practical difficulties before the project is expanded.

Finally, the success of development programmes based on the
participatory approach depends on a firm belief in the basic
ideas of the approach.

These ideas are:

- people have a deep understanding of their needs and
  problems;

- if they are provided with better opportunities, people
  are capable of solving their problems;

- education/development is an internal process;

- education/development is possible only through equal

  partnership, never through hierarchial imposition.

# Acknowledgements

Most of all we are deeply indebted to Dr L S Saraswathi and Ms Valli Seshan, who have been the real strength of the project, and the key to the curriculum development process.  Their intellect, their practical acumen, and their deep concern and sincerity for the rural poor have been highly inspirational and educational for me in particular.

Finally, we would like to extend our warm and heartfelt thanks to the marine fisherfolk of Tamil Nadu — especially those in Adirampattinam who gave us the initial inspiration, and those in Tiruchendur where the NFAE materials were field-tested.  The knowledge gained from them played a vital part in the development of this material.

PATCHANEE NATPRACHA
Sociologist
BOBP

# TOWARDS SHARED LEARNING: EVOLUTION OF CURRICULUM

1 **Numeracy in day to day life —** study
2. **Development of matenal —** experts
3 **Inputs from the field  –  field** staff
4. **Printing.**

1 **Functional alphabet identifi-** cation studies
2. **Development of materia' —** workshop
3 **Inputs from the field — field** staff and learners
4. **Printing**

1. **Testing lessons and approach** in the village with animators and learners
2. **Development of material — A** team
3. **Analysis and feedback from** national experts workshop
4. **Inputs from the field — field** staffand learners
5. **Translation**
6. **Printing**

**LITERACY PRIMER**

**WORKBOOK**

for learners & animators

for learners (practice and notes)

**LITERACY SKILL**

**NUMERACY PRIMER**

**NUMERACY PRIMER**

Animator's Edition

For learners

**ANIMATORS GUIDE**

**Related**

● **Knowledge**
● **Attitudes**
● **Skills**

**AWARENESS & FUNCTIONAL CAPACITY**

**TRAINER'S MANUAL**

**for training of animators**

1. **Field survey — life of potential** learners and animators
2. **Outlining by national experts** — workshop
3. **Development of material —** small committee
4. **Field testing/training animator** — a team
5. **Revision — A team**
6 **Translation**
7. **Printing**

Workshop on Designing a Trainer's Manual for Training Animators
in Nonformal Adult Education, April 16-23, 1984

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# INTRODUCING THE TRAINER'S MANUAL

The number of illiterates in India has been growing constantly; an increase of 140 million in 35 years is reported. During the last decade the increase has been 6 million per year. The education system, with inadequate school facilities and a programme irrelevant to a vast majority, keeps out almost 70% of the nation's children.

Nearly 20% do not go to school at all, 50% of those who go to school quit in the first standard itself, 60% abandon it before the fifth standard (age 11), and 75% before the eight standard (age 14). The drop-out rate is extremely high. Since three to four years of schooling are required for lasting literacy, the majority who dop out of school relapse into iliteracy.

The promise implicit in the Constitution of India that "The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years" remains to be fulfilled.

From the picture presented, it is evident that the system of
formal education caters to only a small percentage of the
population, ignoring a vast majority.  The existing system is
perpetuated by promoting the values of competition, inequality
and individual self-interest, essentially by focusing on sub-
ject matter learning and by measuring success through examinat-
ion results, with little or no respect given to the learner,
his needs, interests and capabilities.

In this context, a search for an alternative system is essen-
tial.  In the past decade, efforts have been made by both
governmental and non-governmental organizations to find an
alternative.  Non-formal education has emerged as an alterna-
tive in recent times.  The emergence of a powerful alternative
nonformal educational system stressing the values of coopera-
tion, equality and group solidarity surely calls for a con-
tinuous, intensive effort on the part of all those interested
in development.

One of the components of the BOBP's programme of work is non-
formal education.  This component emerged from the felt needs
of the fisherfolk themselves.  In their efforts at planning
for a meaningful programme of nonformal education for the marine
fisherfolk along coastal Tamil Nadu, BOBP provided a common
forum for interaction between government and non-government
agencies and individuals interested in pooling their experiences
in the field.  A package of materials to be used with marine
fisherfolk learners in a nonformal adult education programme(NFAE)
was developed at three workshops, held under BOBP auspices.
This Trainer's Manual, to help the trainers of NFAE field
workers, was also developed in one of those workshops.

This manual is primarily intended to help the NFAE 'animators'
in coastal villages of Tamil Nadu.  However, the scope of the
manual is wider: it can help field-level workers not merely
in education, but also in other areas of development.  It is
hoped that the manual will be an effective tool in the hands
of every trainer who wants to help those who work directly with
people; in other words an aid for people-oriented rural
development.

It is the belief of those who prepared this manual that the
goal of nonformal adult education is to enable people to
increasingly control situations that affect their lives.  This
goal is to be achieved through a participatory educational
process, which will have a liberating influence on them.

Such an educational process necessitates the following:

- <u>Creating a learning environment</u>

  This would mean promoting equality of relationships,
  respect for people, trust in one's own ability to solve

problems, and sharing in decision-making and responsibility

for learning.

- <u>Acquiring a wider perspective</u>

  This is achieved by providing required knowledge,
  attitudes and skills. Basic skills in reading, writing
  and day-to-day arithmetic form an important part in this.
  These three components run concurrently. Since learning
  is to result in change, more emphasis is laid on skills
  and attitudes.

- <u>Developing critical thinking</u>

  This is done by helping learners to reflect on their
  everyday experiences and problems. This may influence the
  learners towards action to solve their problems.

- <u>Sustaining interest for continued learning</u>

  Being helped to constantly look into their own needs and
  finding possibilities of meeting them, the learners
  sustain their interest in continued learning.

<u>BASIC BELIEFS</u>

* People have the potential to solve their own problems.

* Learning means <u>change in behaviour</u> (not just more knowledge).

* Learning occurs only through reflection on personal
  experi ence.

* Learning is a shared experience between the animator and
  the learner.

* Learning should harmonise the thoughts, feelings and
  actions of people.

* Learning becomes effective when it is meaningful to the
  learners.

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Attempts to train adult educators do not generally go beyond
pinpointing flaws in teaching practices in formal education.
But in designing this manual , the most important criterion
has been the acquisition of appropriate skills by the
animators, so that they make nonformal adult education work.
Efforts have been made to develop a model which will ensure
that the animators/village level workers acquire simple,
clear, manageable skills, built on the basic beliefs of
nonformal adult education.

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# UNDERSTANDING THE PROFILE OF THE ANIMATOR

An animator is the field level worker in nonformal education who facilitates the learning process of the people.

This section presents the following:

    Pre-training profiles : some assumptions

    Responsibilities of the animator at the NFAE Centre

    Knowledge, attitudes and skills considered essential for performing the job of animator

    Desirable attributes to be considered while recruiting the animator.

These are presented so that the trainer car understand the basis on which the training model is presented in this manual

Pre-training profile : some assumptions

The animator is assumed to:

- be a member of the community with a pattern of behaviour similar to that of other members,

- be capable of reading and writing in Tamil,

- be below 25 years of age,

- be likely to be underemployed,

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- lack experience in helping people learn.

Responsibilities of the animator at NFAE Centres

1. Facilitating the learning of reading and writing, and day-to-day arithmetic

2. Helping people identify some of their problems

3. Generating discussions on problems and possible solution

4. Promoting cooperative efforts towards solving problems

5. Training young people to take up community work

6. Helping the learners gain self-confidence and develop a positive self-image

7. Creating and participating in social and community events

8. Creating a climate to encourage the coninunity to participate in the educational process

9. Identifying and using the existing resources of the coriiiiunity in the educational process

Post-training

Some expectations about the animators, on the basis of the knowledge, attitudes and skills they acquire during the training period:

Knowledge

1. Economic life of fishing community:

   * contribution made by small-scale fisheries to society,

   * fishing communities' status and problems,

   * forms of exploitation.

2. Social System:

   * magnitude of poverty,

   * existing social set-up - family, community, caste, etc.

3. Political aspects:

   * leadership - formal, informal,

   * local government structure, political parties.

Cultural aspects:
* festivals, folklore, customs, traditions beliefs
  and norms.

5   Health, nutrition and sanitation:

   * relationship between these aspects,

   * preventive and curative methods,

   * indigenous methods.

6.  Environment:

   * infrastructur6 facilities,

   * conservation.

7.  Role and status of women (social, economic, health).

8.  Development agencies and services (government and non-
    government) available in the area.

The emphasis would be more on how the animator can get,
interpret, and present knowledge, than on his acquiring
knowledge.

Attitudes of the animators

Towards self:

1.  The animator is not all-knowing.  He is only a facilitator
    in the learning process.
2.  The animator helps others grow, and he himself grows along
    with the learners.
3.  The animator needs to reflect continuously in
    order to arrange the learning situations better.
4.  The animator's sensitivity to the thoughts, feelings and
    actions of the learners would help in improving the
    learning climate.
5.  Teaching isn't a job that helps learners pass time, it
    is a process of social participation.

Towards learners

1.  The learners in an adult education programme have their own
    life experiences, which are valuable.

2. The existing beliefs and practices of the learners are meaningful to them and should be understood.

3. The learners are capable of understanding what is being discussed, provided the matter is relevant to their lives and presented in the right manner.

4. The learners are capable of solving their problems.

Towards education

1. Education is a continuous process of learning.

2. Learning is a shared experience.

3. The educational process can be a powerful means of bringing about social change.

4. Education should be relevant to life.

5. Education is everyone's right and responsibility.

6. Knowledge and skills should be freely shared.

Towards group work in education

1. People can achieve more through cooperation.

2. Working together is the only way to improve the people's quality of life.

3. Competition divides the group.

4. Group solidarity is crucial in fighting exploitation.

Towards development

1. The village is developed only when the quality of life of all the people reaches a minimum acceptable level

2. Development is people gaining i'icreasing control over their lives.

3. Development is when people can make maximum use of their potential.

Skills

1. In using teaching and learning materials

2. In preparing and selecting aids

3.  Organizational Skills:

    Ability to:

    *   plan activities/events/centres,

    *   share responsibility,

    *   coordinate.

4.  In obtaining, organising and selecting relevant information
    for use in the centre:

    *   contacting others for information,

    *   classifying the information.

5.  In discussions the ability to:

    *   raise relevant questions,

    *   listen carefully,

    *   be objective,

    *   keep track of the issue,

    *   speak clearly,

    *   elicit participation of all members of the group,

    *   stimulate effectively through:

        -   case studies,
        -   role plays,
        -   flannel graphs or pictures,
        -   simulation exercises, etc.

6.  In communication, the ability

    *   to approach people,

    *   to develop and maintain good inter-personal relationships,

    *   to present and respond to an idea.

7.  In group action the ability to

    *   form a group,

    *   identify problems in a group,

    *   analyse problems in a group,

* think of alternatives in a group,

* make decisions in a group,

* implement decisions taken,

* analyse the results of implementation.

<u>Desirable attributes to be considered while recruiting the animator</u>

Some of the criteria for recruitment could be that

* the animator is able to comprehend teaching/learning materials,

* he is able to express himself,

* he shows some self-confidence,

* he willingly and enthusiastically accepts what is expected of him as an animator.

Young people with these talents could be spotted through village camps.

# DESIGNING THE TRAINING MODEL

The "training model" for training of animators, presented on pages 20 to 172 has been designed keeping in mind the job responsibilities of animators and the knowledge, attitudes and skills they need to have, as presented in the previous section. The process by which the model has been designed, is described here.

Assumptions

1.  Training is a shared experience between the trainer and the trainees.

2.  Sharing the responsibility for planning, organising and con-ducting the training programme will increase the involvement of the trainees.

3.  What is true of the training group is true of the community and of society at large.

4.  Training is to harmonise the thoughts, feelings, and actions of the trainees.

5.  Training becomes effective when there is a sense of discovery through personal experience.

Goal

The training is to enable the trainees to become effective animators at NFE centres through experiential understanding of the process of nonformal education.

Objectives

For animators:

1.  To develop an understanding of their role in NFAE centres by:

    a.  Perceiving the job of the animator at different points in training,

    b.  Listing the activities of the NFAE centre and developing a work plan for the centre.

2.  To develop an understanding of themselves and of others in a group in terms of attitudes, values and behaviour by:

    a.  Creating an atmosphere of trust to encourage learning,

    b.  Sharing responsibilities for learning,

c. Developing a sense of belonging,

d. Realising the importance of cooperative efforts.

3. To develop an understanding of their own village community and of the society at large by:
   a. Becoming aware of the problems of their own community,

   b. Examining their attitudes towards the community and its problems,

   c. Understanding the magnitude of specific problems, seeing them in a larger context,

   d. Being able to identify specific problems and to undertake preventive measures.

4. To develop an understanding of the present education system and its relevance by:
   a. Analysing their own experience in school and its relevance to life,

   b. Visualising a type of educational programme relevant to adult learners.

5. To develop some of the skills required by them concerning:

   a. Collection and organisation of information on the community's problems;

   b. . Group discussion,

      Preparation and use of aids,

      Use of the animator's guide (as a source of information),

      Use of the literacy primer and workbook (as a source of information);

   c. Self-evaluation and programme evaluation through

      observation, expression, report-writing and feedback,

      thinking about each day's learning,

      (mental) processing of the exercises,

      relating the objectives of the programme to their own achievements.

6.  The animators should acquire information about:

    a.   .  The health status of the village, and the nation,

         Specific problems and their prevention,

    b.  Extent of poverty in  the village, state and nation,

    c.  Status of women,

    d.  The problem of dowry,

    e.  Topics given in the Animator's guide.

## Time frame for the training

The NFAE trainng programme in Tamil Nadu is of 10 months duration. The animator is expected to continue learning both within the specified training period and while on the job

The time duration specified for training animators of NFAE by the Government of India is 21 days.  The training is seen to occur in three parts: induction, in-service training, field support.

## Induction

The time allotted for induction training is12 days.  The training could be organised in one block of 12 days or in convenient segments of shorter duration.  The segmenting should take into account the stages given in the training model  presented in pages 20 to 172.

## In-service

The duration cannot be specified.  It will be determined by the needs of the animator in the field; needs as observed by the trainer, training requirements left out during the induction, further reinforce- ments required.

It is  important that the organisers realise that in-service training is essential.

## Field support

This is provided by the trainers and field staff during the entire duration of the programme.  This is to help the animators with specific problems that may arise in the field.  The support can be given to individual animators or to small groups. Animators coming together in small groups for mutual support is also to be encouraged.

# LOOKING AT THE PROCESS OF TRAINING

This section is actually a continuation of the previous section on 'Designing the Training Model.'  It is given as a separate section to emphasise its importance, as the training given in the model  is essentially process oriented.  The process of training  is described here in relation to the different possible approaches to training.

In general there can be four different approaches to training.*

One approach is passing the content from those who know to those who do not know.  This is generally the case in formal systems of education.

The second approach holds that the emotions of individuals are important to their learning.  The conscious recognition of this in special group situations can be applied to real life situations.

The third approach provides on-the-job learning opportunities, e.g., apprenticeship, internship, field placement.  It is assumed here that the trainees learn the skills sufficient to meet regular job requirements and also to cope with new and unexpected needs.

The fourth approach is the action-reflection process which consists basically of providing participants with alterna- ting opportunities.  For parts of the program, participants work on tasks and problems similar to those they face on their jobs. In between they analyse, elucidate, and understand the factors that underlie the experiences they have just had and the points of view  with which they approached them.  This strategy does not lead to improvements limited to a specific job or situation but to widening and deepening participants' competence to understand and deal with many situations.  What to think is taken to be a less potent learning than how to think.  Action and discussion methods of training are characteristic of this strategy."**

The training model given in this manual is based mainly on the fourth approach.

# QUESTIONING

Since learning occurs through analysis of one's own experiences, the trainees are helped to reflect on their experiences with the help of

* Adapted from John Staley, People in Development, 1982 pp 6-8

** Lynton & Pareek, Training for Development, 1973 p.45

questions.  In this context, questioning develops reasoning ability in the learner and helps build awareness, provided there is a skill in listening.

Questioning skill has components of knowledge, skill and attitude. Questioning can be at different levels.  It makes a person curious and induces him to seek knowledge.  It produces behavioural change, however small it may be.  Doubt and hesitation before conclusions are indicators of such change.

## Types of questions

1.  Questions from a text/episode for which answers can be obtained directly in the text/episode.

2.  Questions for which the answers are not provided in the presentation, but can be sought from a more knowledgeable person.

3.  Questions based on real-life situations, e.g., one of the participants may be asked to describe a conflict in the community. The narration is likely to be a mix of information, opinion and judgement.  This should be followed by probing questions; and subsequently by lead questions which can help one elicit factual information and help learners to be more objective.

4.  Questions aimed at analysing human behaviour.  For instance take the episode of a rural working couple.  On returning from work, the man beats up the wife because the food is not ready. Questioning the learners on the type of solutions they would offer to such a situation will give the animator new or more information for analysis.  Asking direct questions prevents people being spontaneous.

5.  Questions posing a problem that does not directly affect their day-to-day life: the solution to this is to be identified step by step by the learners on the basis of lead questions raised by the animator at every level. At the final stage, the whole exercise should be related to real life with the question: "Do similar things happen in day-to-day life?"

# Becoming Conscious of Learning

It is the belief of those who prepared this training model that learning can be productive only when the learners consciously know that they have learned.  The term 'productive' is used here in the sense that the learner will continue to learn by himself and will be able to deal with new and unexpected situations in the field.

In the formal system which the trainees are familiar with, the system assesses and informs the learner on how much he knows, which is limited to mere subject matter learning.  In the flexible process-oriented non-formal education which deals with attitudes, skills, behaviour and information, learning is difficult to identify and describe. This system demands that the learner assume responsibilities for assessing his own learning, evaluate it, and be able to articulate it for others when required.  Towards this difficult task the training model suggests a number of different methods and these are in-built in the training process.

1.  Daily reporting

    This is for everyday review of the learning during the training, and for developing skills in observation and expression, improving writing skills, learning to provide feedback on content, methodology, level of participation, types of materials, use of resource persons, trainer's performance, the physical arrangements, etc.

    The training model suggests both individual and team reporting. Team reporting should enable participants to deepen their learning through further review.

    The exercise of all the trainees reviewing together the reports of the entire training could bring to light the progress in learning from one point to another.

2.  Reflecting on and sharing the day's learning

    This is suggested at the end of each day to help trainees to

    reflect on their own learning,

3.  Processing of exercises

    Each exercise suggested in the training model  has two components, the task to be performed and an analysis of how it is to be performed.

    The analysis here is with reference to the emotive aspects of the individuals and the group.  This means that the analysis can

help trainees to become conscious of what is happening within

themselves and in relation to the whole group.

4. <u>Personal profile of animators</u>

During the training, the animators are helped to look at them-
selves in terms of the role they have to perform as animators
at different points.

   At the beginning of the training - the animator writes to a
   friend describing his job;

   In the middle of the training - writing an application for the
   job of an animator in response to an advertisement;

   At the end of the training - listing his responsibilities while
   designing his plan of work; and comparing his perceptions of
   the animator's role at these different points.

5. <u>Application of learning</u>

The training model offers the animators ample scope for applying
their <u>skills</u> — such as writing, expressing views, conducting
discussions, listening, observing, using materials, being
**creative.** But **it** **offers** them only **limited** scope for **applying**
**what they have** gained by way of attitudes.

6. <u>Looking at</u> achievements **in terms of the** objectives of the training

On the last day, trainees are asked to look at their achievements
in terms of the training programme's objectives.

# A NOTE FOR THE TRMNERS

This manual has been prepared to give you, the trainer, some ideas on training the animator better. It is important that you read through the whole manual and understand as much as possible the concept of nonformal education as a process.

Essentially, the training model in this manual creates the atmosphere and uses the approaches which, it is hoped, the animators will use when working with rural people. Thus participants must assume responsibility for their own thinking and learning. It is not the role of the trainers to provide all the answers.

Obviously the instructions in the training excercises do not anticipate every question or circumstance that will arise. Trainers **will** have to be "fast on their feet," ready to handle unexpected things that always happen. Good humour, patience and enthusiasm are the most valuable resources that trainers can have.

Special 2oints **for** you to note:

Directions in the training exercises have been written for a group of 20-25 participants. If the group is much larger or much smaller, you will have to adjust or adapt the exercises.

The model has a special column for the trainer for each
activity.  This is to help you see the sequence and relation-
ships among the various training activities.  Hence pay special
attention to these columns before you begin these sessions.
You can share these ideas with the animator trainees so that
they too see the objectives of the activity and understand
the sequence.

The trainer's column contains notes to draw your attention
to important points to cover in discussions, to point out
things that will help the activity or to suggest ideas that
should be shared with the group.

Questions given in the exercises are to improve the quality
of the discussions.  Hence use them as guidelines.  Study
carefully to whom the questions are addressed.

One of the training objectives is, learning to use the
animators' guide.  Make it clear that the lessons given in
the guide are sample lessons that could be used as they are,
if the village situation is similar to what is described in
the lesson.  Else, they must be changed or adapted to the
circumstance in each village.  Animators should be encouraged
to use the lessons creatively.

You can decide when to introduce the animators' guide, the
literacy primer and workbook, the numeracy primer and the
animators' edition of numeracy primer.

Special care should be taken over exercises that require
materials of any kind.  Be sure to make them available.

Whenever there is an exercise requiring distribution of
copies of any paper to the trainees, you have to arrange
for the required number of copies before hand.  A copy of
the paper is with this Manual.

Below are some important points for you to act or think about
before the first training activity begins:

It is important that you carefully read through in advance the
activities you plan to use; a few require gathering materials,
duplication of papers and special planning.

The physical arrangements of the room influence the training.
Since these activities emphasise discussion and sharing of
ideas, arrange to have the group, including trainers, sit
in a circle.

Use open-ended questions as much as possible instead of ones
that require a "Yes" or "No" answer.  Open questions lead to
better discussions.

Give the group time to develop confidence in &iscussing ideas
openly.  This is a new learning technique for many animators.

When you ask a question, wait until someone answers.  <u>Silence</u> should not bother you.  It does not mean people have nothing to say.  It generally means participants are thinking and you should give them a chance to respond.  If discussions remain slow, divide the group up into smaller groups to discuss a set of questions together and report back to the total group.

Help participants discover new information.  Don't do all the talking.  Go slow; don't rush.  Given enough time, groups can generally find solutions to a problem without the trainer giving the answers.  It is the best way to learn.  Check yourself often.

Take a break when the group is tired or loses interest. Learning is difficult to impossible for the sleepy or disinterested.

Don't expect participants to sit still for long periods of time.  Create the opportunities to move around, stretch, get the blood circulating.  Intersperse group singing and simple games as well.  These relax and renew participants and increase the chance that they will learn more from the next activity.

Display the same kind of attitude as is expected of the animator.

Remember, these training materials are guidelines to be followed.  Change, adapt, create your own activities based on them.

Good Luck!  Good Training!

# PRESENTING THE TRAINING MODEL

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# STAGE 1

## UNDERSTANDING ONESELF AND OTHERS IN A GROUP

The animator trainees go through a process of looking at themselves and others in the group while being conscious of their own individual identities.

The process is designed to help the animator trainees gain confidence in themselves, and to assist each of them to relate to the others.  This will encourage their functioning as a group.

CONTENTS

STAGE 1

Day 1

Note:  While this manual is for trainers, the titles and objectives
       are expressed in terms of the desired goals of training from
       the standpoint of the learners — in this case the animators.

# MORNING

Before beginning the training, make sure you have read the section "A Note to the trainers" thoroughly.

## NOTES FOR THE TRAINERS

- The animator trainees may not know one another

  All/some of them may come from the same community, i.e., they may know something about one another

  Some may be shy and reserved; may not feel free to express themselves; may not find it easy to relate to others.

## 1. ENTERING INTO AN INFORMAL ATMOSPHERE

### OBJECTIVE

To enter into a learning environment

### EXERCISE

The trainer displays pictures, posters of village events, happenings and scenes, charts on topics like literacy with statistics and so on to add colour and to enliven the room. The trainer moves about talking informally to the trainees.
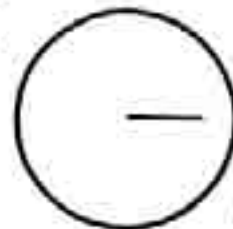
15 mts

# 2. INTRODUCING ONESELF

15 MTS

## OBJECTIVES

To feel at ease

To realise the importance

of one's own self
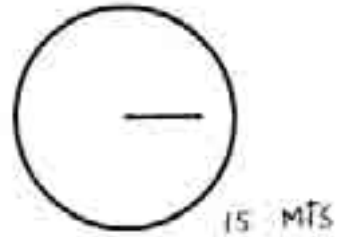
## EXERCISE

The trainer and the
trainees sit in a
circle and share their
names.

## NOTE

- The trainer should sit in
  the circle and introduce
  him/herself as well.

- The trainer should parti-
  cipate in as many activi-
  ties as possible throughout
  the training.

# 3. GETTING TO KNOW EACH OTHER

30 Mts

## OBJECTIVES

To find out as much as possible about the other person
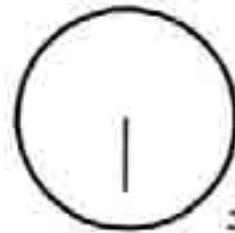
## EXERCISE

The trainer asks the trainees to choose partners and form pairs.  In each pair they are asked to find out their partner's names, the names by which they are known at home, the names by which they would like to be known during the training programme, and anything else of interest.

The trainees return to the circle and introduce their partners to the whole group

Did you like this activity? Why?

' Did you like to introduce yourself to the group?  Why?

Did you have difficulty in intro-ducing your partner?  Why?

' Did you like introducing yourself to your partner?  Why?

' Was the time enough?

## NOTE

Be quick and casual when asking questions.

Give time for the trainees to respond.

# 4. Anxiety Sharing

## Objectives

To express his/her own
feelings in the group

To be aware of his/her
own emotions

To feel that he/she is

cared for

For the trainer:

To assess the emotions of
the trainees

**1 hr**
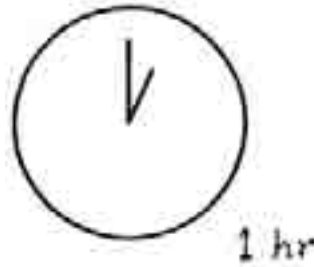
## Exercise

The trainees are asked to sit
in small groups of three, and
each group is asked to share
two anxieties they may have
at the moment with the others.
Enough time is given to the
trainees for this purpose.
They come back in a large
group and are asked to share
the nature of their anxieties.
The trainer lists the
anxieties on the board.

Ask for comments in general
on the list of anxieties
listed on the board. The
other questions would be:

  Was it useful to share
  your anxiety?

  Was it easy to share what
  you felt?

‚ How did you feel about
  listening to other's
  anxieties?

‚ What do you think about
  the other members' res-
  ponse to your sharing of
  anxiety?

## NOTE

The trainer should join in this activity and share his/her anxiety also. The trainer must realise that dealing with people's feelings calls for sensitivity and respect. If stronger feelings are expressed by the trainees, more time and attention must be given. On occasions, it may become necessary to spend time with the trainees outside the session.

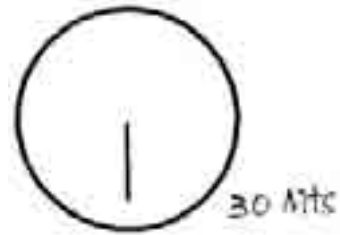It will be necessary to continue the stress on deliberate efforts in getting to know each other.

# 5. SHARING EXPECTATIONS

## OBJECTIVES

To begin to understand
one's expectations from
the training programme

To make a commitment
towards sharing respon-
sibilities for his/her
learning

30 MTS

## EXERCISE

The trainer writes on the
board: 'One thing 1 would
like to learn in the next
12daysis
The trainer then suggests
that each trainee completes
the sentence.  When all the
trainees finish writing on
the board, the trainer
initiates discussion on
some of the following:

Most common expecta-
tions

Whether it would be
possible to fulfil
these expectations
within the duration
of the training
programme.

## NOTE

It is very likely that the
trainees would be puzzled and
confused in being asked for
their expectations.  Also,
their expectations may still
be very limited and unrealistic,
such as 'literacy teaching.'
The trainer would therefore
need to encourage them to think
a little more by asking:
"Is this all?"  "Is there
anything more?"  Expectation-
sharing need not be a one-time
exercise, but can be done
periodically.

# 6. Daily Reporting

## Exercise

At the end of the morning, the trainer introduces 'Daily reporting' and asks for volunteers for reporting on the first day. The trainer suggests that:

ˈ Reporting should be done daily;

ˈ the reporting could be done by trainees taking turns;

ˈ all members in the group will be encouraged to add to the report; and that

the daily report written in a note-book/on newsprint, etc., will be presented every morning, and is to be preserved as a record of this particular training session.

The report should cover the life of the trainees outside the sessions.

ˈ It should include the plan of the day's programme as observed by the trainees.

20 mts
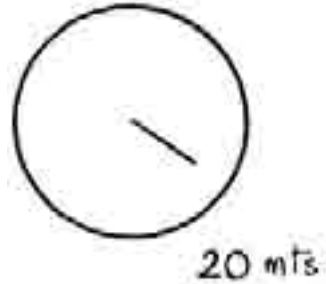
## Note

Encourage the inclusion of relevant information from newspapers and radio which the trainees might have read or listened to.

**DAY 1**

# AFTERNOON

## 7. KEEPING UP THE INTEREST

15 mt.
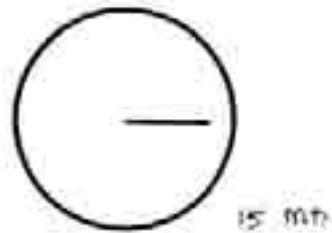
### GAME 1

The players move about freely. The trainer calls out a number, for e.g., 'three' or 'seven'. The players must immediately join together in groups corresponding to the number called out. Players unable to join a group of the correct size are out of the game. The game continues until only two players remain.

### GAME 2

Trainees sit in a circle. Have one trainee start with his/her name. The next person repeats the first trainee's name and adds his/her own name. Go on until the last person repeats all the names.
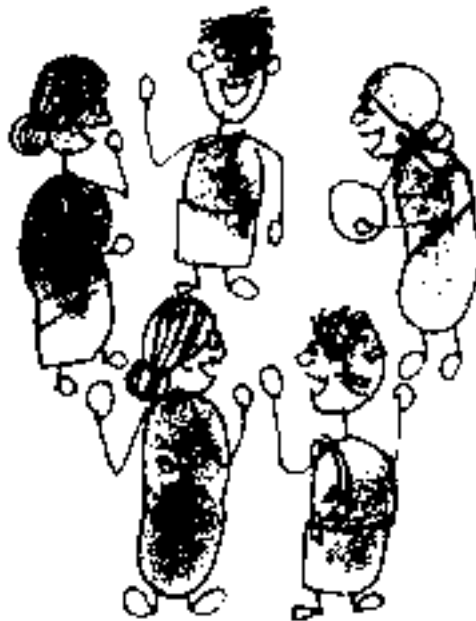
# 8. FORMING AND WORKING IN A GROUP
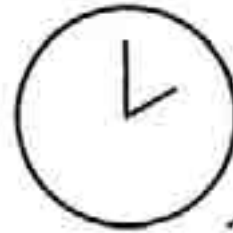
## OBJECTIVES

To look at tre advantages of cooperative group action

To think about t'ie value of working as a group

**2 hrs**

## EXERCISE 1

The trainer empties au the objects from a bag he has on the floor. He then suggests that the participants take a look at them so that they remember all the objects. He then puts all the objects back into the bag cne by one.

The trainer asks for one volunteer to list as many objects as he/she can remember. The other members are asked to work together as a group and also list the objects seen. The trainer collects the lists from the volunteer and the group after two or three minutes. The volunteer and the group come together. He/she reads or writes the volunteer's list first and then the group's list. He/she invites observations from the group and discusses various points raised.

Materials needed

A bag containing 20 local objects such as small utensils, stones, seeds, clothes and so on.
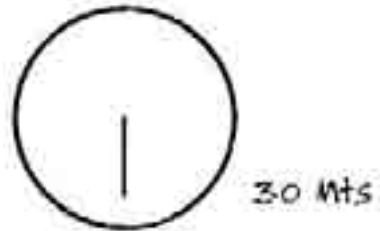
## NOTE

Explain that the exercise is not one of competition or for comparing the abilities of an individual with that of the group. It is for understanding the strength of groups.

Which list is longer? Why?

What strengths do groups have that individuals don't have?

30 mts

## EXERCISE 2.

The trainer suggests that the trainees share experiences or ideas about an individual visiting an office alone or as a group to make a complaint about a problem in their community.

Think about your own life,
What could you do better as a member of the group than as an individual?

## OBJECTIVES

To develop a desire to work in a group as a member of a group

To experience group decision-making and cooperation

# EXERCISE 3

The trainer asks the trainees to form two groups of five to six members each.  The remaining members become observers.

the two groups are asked to go around a specified area together to observe things with a view to depicting a scene when they return.  They may use natural objects like stones, leaves and so on and also materials like newsprint, crayons, chalks etc. They are then asked to depict what they observed in any way they like.

The observers are distributed between the two groups.  Before distributing the observers bet-weer the two groups, the trainer tells them that they do not talk to the members of the groups but only observe:

- how the group works together..
- how they decide what to do
- how they cooperate.

The groups are given 20 minutes for completing the depiction. At the end of 20 minutes the trainer stops the work.  He suggests s that earh group look at the work of the other

Toe groups ome together . The trainer asks one or two of the observers of each group to give their observations.  He then discusses the observations.
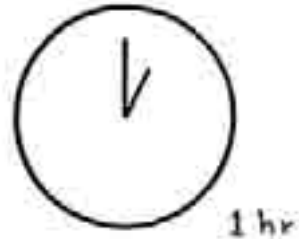




' What happened in the two group Were they able to complete their task?

' How did members of each team feel?  Satisfied?  Frustrated?  Why?

' How did the group decide what to do?  Who made the decision? How?  Did the group have a leader or leaders?

Were all the materials used? Why or why not?  Did all group members contribute their own resources and ideas?

What difficulties did the group members have in working together?  How could these difficulties be avoided?

**NOTE**

You may emphasize that the following points may contribute to effective group functioning.

1.  Respect for everyone's ideas.

2.  People listening to each other.

3.  Arriving at decisions that every-one can agree on.

4.  Deciding clearly what action the group will take and also deciding what each person will do.

You may suggest that the trainees set themselves some rules for working to-gether effectively for the entire duration of the programme. This will help trainees remember and use them when they are in groups outside the programme.
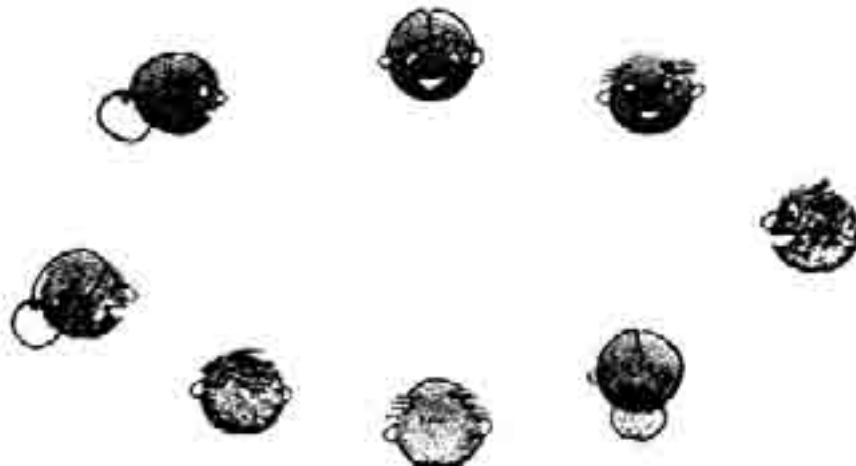
# 9. PERCEIVING THE JOB OF THE ANIMATOR

## OBJECTIVE

To articulate one's perception of the job

15 Mts

## EXERCISE

The trainer give the trainees the following overnight assign-ment

"Write a letter to your friend describing what your job involves as an animator in the NFAE Centre."
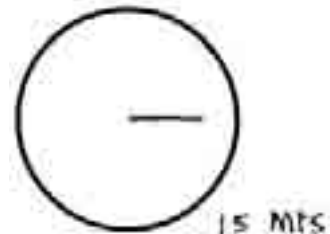
One of the trainees takes the responsibility of collecting all the letters the next morning and handing them over to the trainer.

## NOTE

This is the first stage cf self-evaluation by trainees.

These letters are to be retained by the trainer for use later and for review on day 3.

# 10. REFLECTING ON AND SHARING THE DAY'S LEARNING

15 Mts

## EXERCISE

The trainer asks each trainee to complete the following sentence to express their feelings:

"I am feeling

# MORNING

## 1. PREVIOUS DAY'S REPORT

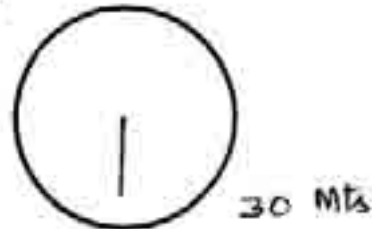Focus : Observation and expression

To review the previous day's events

To develop **skills** in observation and **expression**

To improve writing skills

To learn to provide feedback

To learn to express both positive and negative comments

To become conscious about planning for the day

30 Mts

### NOTE

Reporting can serve three purposes. It can be used:

to review the previous day's activities in **relation to expectations;**

' to provide feedback to the reporter, trainer and to **the group**

' to draw the trainees' **attention to planning.**

### SPECIAL NOTE

**Planning is crucial for** effective functioning as **animator.** Hence, take **every possible opportunity to stress on the elements of** planning: purpose of the **activity,** resources (time, materials and people), steps used and achievement.

Which were the important events reported?

Why were they important?

Which events were given less importance? Why?

### EXERCISE

The reporter of the previous day's "Daily report" is asked to share his/her report with the group. The others are encouraged to comment on the report.

The **trainer asks for a volunteer** for the next day's report. This should be done every morning.

# 2. UNDERSTANDING ONESELF AND OTHERS



2hrs 15mts

## OBJECTIVES

To look at oneself and others

To recognise one's own values

## EXERCISE

1. Trainees sit in small groups of four. They take turns to describe briefly an incident in their life which gave them great satisfaction. After everyone completes this, trainees are asked to reflect on what makes their lives happy and meaningful. The trainer lists these on the board and asks:

   "Do the same things make all of us happy?"

2. Trainees are then divided into three groups and each group is assigned a role play with different themes.

   Suggested themes are:

   A fisherwoman getting into the last bus going to her village suddenly notices she has lost all her money. The conductor approaches her. There are other passengers in the bus.

   A scene in the family.

   A fisherwoman and customer.



Which character did you likE most? Why?

Would you have played any character differently? Why?

Have you come across such people in real life?

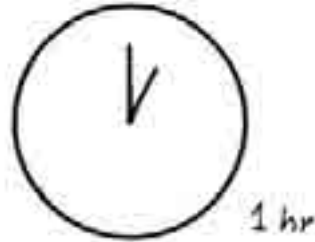What makes people behave differently?

## NOTE

Encourage trainees to comment on each role play in terms of characters, situations, performance, etc. This can take place after each role play. Then, more general questions can be asked.

Discussions should be restricted to what happened during the role plays.

# 3. UNDERSTANDING ONESELF IN COMMUNICATION

1 hr

## OBJECTIVES

To observe how the group communicates

' To understand factors that affect communication

## EXERCISE

' The trainees sit in groups of three. The groups are asked to place themselves in such a way that they do not disturb each other.

' Each group will have one communicator, one Listener, and one Observer.

' Each group is asked to carry on a conversation for five mi flutes.

' The trainer then gives an instruction sheet to every one and asks them not to share the contents with the others.

' When all members have read their instruction sheets, the trainer asks them to begin the activity.

## NOTE

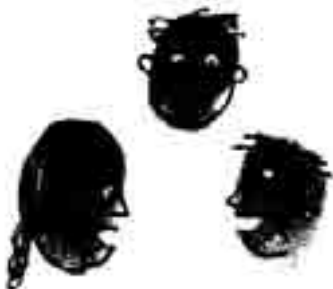Prepare the following instruction sheets:

- Instruction Sheet for

Communicator:

You are the Communicator

Continue the conversation in your group with the Listener. It is your responsibility to keep the conversation going.

DO NOT DISCUSS OR SHARE THIS INSTRUCTION WITH OTHERS AT THIS TIME.

Instruction Sheet for Observer:

You are the Observer

You need to observe what the Communicator and Listener are doing during their conversation. Do not worry much about what they say. Observe more how they talk — feelings, gestures, tone of voice, body positions and so on.

Do write down your observations.

Describe as accurately as possible what you observed without judging it.

You will be asked to give your observations to the Communicator and Listener.

DO NOT DISCUSS OR SHARE THIS INSTRUCTION AT THIS TIME WITH THE OTHERS. _____

Listener Instruction Sheet A

‣ Continue the conversation you are engaged in. You are to appear attentive and to listen carefully to the Communicator. But you are to challenge everything he/she says.

‣ You may interrupt while he/she is talking; say ahead what is going to be said; and disagree or present your own point of view. Make appropriate gestures while talking to emphasize your points — pointing your finger, leaning forward. You are the critic.

After you have made your critical comments, allow the Communicator to continue the conversation. Your task is not to take over the conversation but merely to interrupt, disagree, or challenge whatever is said.

Your attitude is to show that you can do better than the other person.

DO NOT DISCUSS OR SHARE THESE

INSTRUCTIONS AT THIS TIME.

Listener Instruction Sheet B

You are the Listener.

' Continue the conversation you are engaged in. You are to listen carefully to what the Communicator says, but indicate that you are bored through signs such as looking away, doodling, sprawling on the floor, twisting, cleaning your finger nails, fiddling with your clothing, etc.

' If the communicator accuses you of not being interested, insist that you are interested. You can even review what has been said. Continue to show that you are bored.

' Your attitude is to show that you do not care.

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS.

Listener Instruction Sheet C

You are the Listener

' Continue with your conversation with the Communicator. You are to appear attentive, listen carefully, agree with everything the Communicator says regardless of your own opinions on the subject.

' Even when your real opinion is the opposite of what he/she is saying, smile to indicate agreement. You may make comments, such as 'That's a good way of putting it," "wow,' and so on.

' When you are asked to share your idea or criticise, or evaluate what was being said, you just say that 'you agree'

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS AT THIS TIME.

Your attitude is that "Everything is agreeable to you"

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS ATTHIS TIME.

<u>Listener Instruction Sheet D</u>

You are the Listener

' Go on conversing with the Communica-
tor. You listen to him/her care-
fully and be involved in the con-
versation and the ideas conveyed.

Indicate that you understand the
ideas by re-stating them. If you
disagree, say it calmly and logi-
cally. Ask for clarifications
when necessary.

You can also indicate your interest
by looking directly at the Communi-
cator and leaning towards him/her.

Do not try to lead the conversation.
You are to play an active part in
making the communication process as
clear as possible with the involve-
ment of both.

Your attitude is that both the
listener and the Communicator must
understand one another.

DO NOT DISCUSS OR SHARE THESE
INSTRUCTIONS AT THIS TIME

After 10 minutes, the
trainer stops the activi-
ty and tells the members
to read aloud the instruct-
ion sheets they have. The
Observers are asked to
give their observations.
The groups spend 10 minutes
to discuss the Observer's
reports before reassembl-
ing into a large group.

The large group then
discusses the effects
the different listener
roles had on the feelings
and perceptions of the
Communicator. The trainer
explains briefly each
listener role and then
asks the group to discuss.
The trainer lists the
major points of the
discussion.

' What were your feelings while
being listeners?

What were your feelings while
communicating with the
listener?

' What were the factors that helped!
hindered the communication?

# Afternoon

DAY 2

# 4. Keeping up the Interest

## Game

Imaginary Ball

15 Mts

Players stand in a circle, at arm's length, facing inwards.  The trainer explains that he/she has an invisible ball which players are going to throw to each other around the circle.  The trainer then starts the game by 'throwing' the ball to one of the players.  If the player to whom he/she throws it has understood the game, he/she will then 'catch' the ball and 'throw' it to someone else in the group, and so on.  The game is played in silence, and is a simple exercise in non-verbal communication.
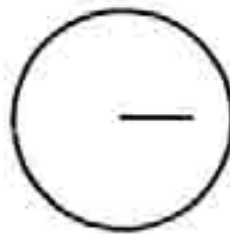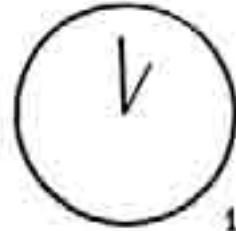
# 5. UNDERSTANDING VALUES AND THEIR ROLE IN BEHAVIOUR

## OBJECTIVE

To look at one's own and others' values and see how these affect oneself and the group



1 hr

' The trainer asks the trainees to write individually a list of ten things they like to do, e.g.,

reading, playing with children, learning carpentry, etc.

' When the trainees complete the list the trainer asks them to write down against each item when they last did it e.g., two days ago, last year, etc.

whether each of the things is done alone or together with other people

whether each of the things costs them any money or not

which of the things their fathers/mothers do or did

which of the things they expect to be doing in five years' time.

' After all these questions have been answered, the trainer asks the trainees to sit in pairs and share the answers with their partner. They should also reflect on their answers individually.

The trainer and the trainees assemble to discuss.

## NOTE

The 10 things you like represent behaviour, and behaviour expresses values. Indeed values must be shown repeatedly in behaviour. 'The things we like to do' is one expression of values.

Is there any connection between what you like and how often you do it?

How are you influenced by your parents in what you do?

Do the things you like very much change very quickly?

# 6. UNDERSTANDING VALUES AND THEIR ROLE IN BEHAVIOUR

## OBJECTIVES

' To look at one's own and others values

To understand the roles of values in behaviour

## EXERCISE

The story of Muniyamma

The trainer starts by asking the trainees to sit in small groups of five or six. He/she then tells them the following story, saying that afterwards they will discuss it.

This is the story of Mun.iyamma, who is 19 years of age and very poor. She was engaged to be married to a young man named Velu, a cousin she had known from her childhood. Muniyamma's family was so poor that she had to work in the house of the moneylender Periasami from morning to evening.

One day, Muniyamma heard that Velu, who lived in another village, was very ill and might even die. She becomes very anxious. She loved him very much and wanted to go and be with him as he was sick.

The bus fare to Velu's village was Rs.5 and Muniyamma knew none of her family members could afford to give it to her. She went to Periasami and asked him to give her Rs.10 which she would return later. He refused. She then pleaded with him to give her money as Velu was so ill and might even die.

Periasami said he would give her the money if she came back to spend the night with him.

Muniyamma was very upset about this. She went back wondering what to do. On the way she met her friend Chellam and told her what Periasami had said. 'That's nothing to do with me," Chellam replied. "It's your problem" she said as she walkea away, leaving Muniyamma feeling very unhappy.

1 hr 30 mts

VELU

MUNIYAMMA

PERIASAMI

CHELLAM

ARUMUGAM

Muniyamma did not know what to do, whom to talk to. She hated the thought of Periasami using her, but she loved Velu so much and thought she might never see him again. She had to go and see Velu somehow. She then decided to go to Periasami's place at night. She got the money she wanted, but not before she fell a prey to his wishes. The next day she took the bus to Velu's village and rushed to his house.

At Velu's house, Muniyamma nursed him and looked after him. Soon, Velu felt much better. After some time, Velu asked Muniyamma how she had come and from where she had got the money. Then she told him what had happened. Velu was furious. He shouted at her for allowing herself to be used by Periasami, and abused her. He told her he would never marry her now and that she should get out of his house for ever.

Muniyamma went sadly back to her village. On reaching home she found her younger brother, Arumugam, alone at home. She broke down and told him everything that had happened. Arumugam got very angry and said Velu was a fool and deserved to be beaten up.

Having told the story, the trainer asks the trainees in each group to answer the following questions:

' Which of these five characters – Muniyamma, Velu, Periasami , Chellam, Arumugam – do you think was the worst? Why?

How would you rank the five characters, from the worst to the best (or least bad)?

• What are the reasons for your ranking?

The trainees from each group then discuss these questions and one member puts up the characteristic that is identified as the worst by the group. The trainer then asks the following questions:

' Do you think your own values have affected your judgement?

Do you find it very difficult to accept a person whose values are very different?

**NOTE**

The trainees could be left to reflect on how their values affect their own behaviour.

# 7. OVERNIGHT EXERCISE

The trainer gives a list of values to the trainees. He then asks them to write down the five values that are important to them personally. They can also be asked to show how these values are reflected in important decisions in their lives. He suggests that the trainees share their answers either in small groups or in the large group. If the trainees want to add or delete from the list they are free to do so.

List of values:

Love

duty

tradition

politeness

self-control

rationality

responsibility

obedience

honesty

open-mindedness

cheerfulness

competence
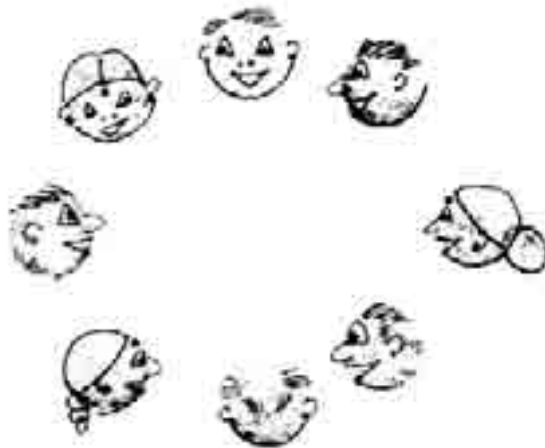
family

imagination

cleanliness

courage

forgiveness

helpfulness

name and fame

daring

independence

conformity

# RESPECT FOR OTHER PEOPLE

(For the Trainer's use)

If we are going to succeed, first, in establishing a relationship of trust and confidence with others, and second, in promoting change, there are certain attitudes which we need to adopt in our relationships with others.

These attitudes are important for the life — and the learning of any group undergoing training for development work.  Without these attitudes, we shall not learn much.  They are also important for each of us in our visits to villages or slums, and in all our meetings with other people, whoever they are.  The attitudes are also important in other aspects of our lives — in our families, at work, with our friends, and in casual encounters with others at the shop or in the bus.

The most important is an attitude of respect for other people.  This attitude is based on a sense of the worth of every human being.  This is a fundamental value which underlies our approach to development. We believe that without respect for others, there can be little meaningful learning or development, either in a training group, or in a community outside.
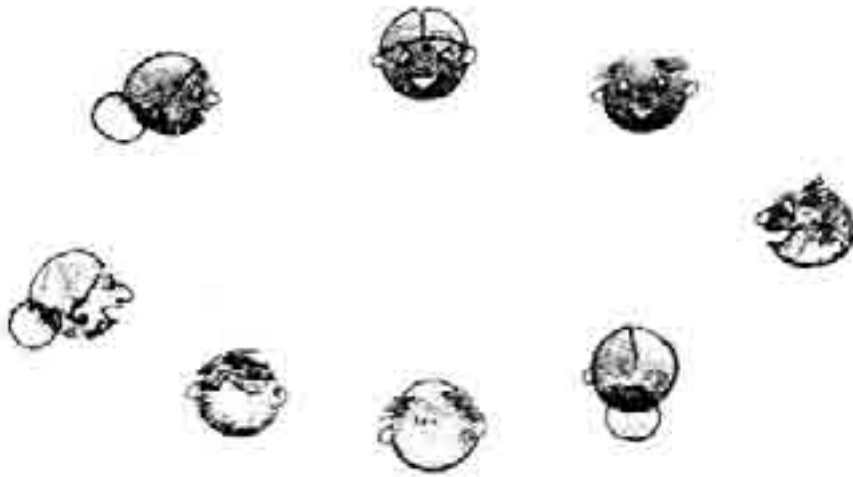
Respect implies confidence in the other person's ability to learn, and in his potential to solve his problems and to change himself in the process.  In the wider context of development it implies confidence in the potential of communities and groups of people to take hold of their own lives, to solve their own problems, and to work for change and transformation in society.

By communicating respect, we help others to respect themselves.  For those who are downtrodden, this is important: their attitude towards themselves may be one of lack of self-respect.  Perhaps in a slum you may hear people saying things like, "We are only poor people. We can't do anything.  We are helpless."  If we respect them, we shall help them to respect themselves and each other, and to change these attitudes of helplessness and worthlessness. We shall be helping to give them back their dignity.

If we give time to others, listen to others, allow them to make decisions for themselves, and express warmth towards and interest in them, we shall be showing them respect.

One final point about respect.  Respect for others is based ultimately on respect for oneself.  Unless I respect myself, I cannot respect others.  We shall often see in this course that there is a correspondence between attitudes and behaviour towards oneself and towards others.

If you are reading this paper in a group, we invite each of you
to do a simple exercise at this point.  Look around at – or
think of – all other members of the group for a couple of
minutes in silence.  Think whether you have an attitude of respect
towards each of them.  If not, try to cultivate such an attitude.