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Preface

Community Animal Health Workers (CAHWs) are integral component of primary animal health service delivery in remote and inaccessible pastoralist areas of Ethiopia. The Ministry of Agriculture and Rural Development (MoARD) developed a National Minimum Standards and Guidelines for Design and Establishment of a Sustainable Community-based Animal Health Service in Ethiopia as well as Community Animal Health Workers (CAHWs) Training Manual in Ethiopia in order to provide a harmonized and effective animal health service delivery in pastoralist areas.

MoARD believes that preparation of manuals and standards doesn’t ensure the delivery of quality animal health service by itself alone unless complemented with appropriate participative training techniques. As CAHWs are pastoralists that are selected and trained from their respective community members, the adult training skills and methodologies should be applied in all trainings.

This “National Training of Trainers Manual for the Training of Community Animal Health Workers in Ethiopia” is therefore prepared to build the skills and knowledge of the trainers on participative training and adult learning techniques. The manual is divided into five sessions and the training targets veterinarians who are responsible for the training, equipping, and monitoring of CAHWs and their services.

The first session introduces the overall training of training courses while session two deals with principles of adult learning and training. Session three outlines key participative training techniques while session four deals with participatory training aids and the last session addresses how to design and implement the training courses.

It is anticipated that this ToT manual will be followed by both Government and non-government agencies who implement community-based animal health programs across the country. The manual is subjected to revision after four years depending on the current dynamics of animal health service delivery in pastoralist areas. Finally, I would like to thank the Food and Agriculture Organization of the United Nations and participants of the consultative meeting held in Addis Ababa for their invaluable contribution.

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Acknowledgments

The Federal Democratic Republic of Ethiopia, Ministry of Agriculture and Rural Development would like to acknowledge the Food and Agricultural Organization of the United Nations (FAO) for supporting the preparation of the “Training of Trainers Manual for the Training of Community Animal Health Workers in Ethiopia” in light of current advances in primary animal health care. The Ministry of Agricultural and Rural Development also recognizes agencies and institutions who, in one way or another, contributed to the review of this Manual.

MoARD would also like to thank the European Commission Directorate General for Humanitarian Aid (ECHO) for providing the funding for covering the publication costs through the RDD project.
Introduction

Effective and good-quality training of trainers (ToT) is pivotal to the success of Community Animal Health (CAH) projects. Providing teachings on animal health and husbandry directly from textbooks without use of practical participative skills does not help when training non-literate Community Animal Health Workers (CAHWs). This is because books are usually too technical for training primary-level workers and tend to focus on high-input farming systems rather than the production systems used in many rural and remote areas of the country. The challenges faced by trainers include lack of participative training, skills, knowledge and attitudes required to address the specific livestock problems in areas that have been identified through feasibility studies and community dialogues.

In an attempt to deliver standard and appropriate training to CAHWs, this ToT manual concentrates on participative approaches and methods for CAHWs trainers. Therefore, this ToT manual is used to train the trainers in participative teaching approaches, methods and techniques as well as ways in which to design training courses. Trainers also need to receive guidance on how to plan and evaluate training sessions. The manual concentrates on the detailed design of an actual CAHW training course based on a participatory feasibility study and survey data, as well as the identified needs of the community. In addition, the manual includes sections on how to evaluate the effectiveness of the training, once completed.

The principles and tools set out are based on practical situations and best-practice recommendations. Once veterinarians are trained on this ToT manual, an additional and separate Community Animal Health Workers training manual will be used to organize courses for CAHWs based on the National Minimum Standards and Guidelines for the Design and Establishment of a Sustainable Community Animal Health Workers System.

2. Objectives of the Training of Trainers (ToT)

1. To provide CAH trainers with the necessary practical skills that will enable them to facilitate CAHWs training programmes and enhance their abilities to design and deliver a CAH training course,

2. To demonstrate how Participatory Teaching Techniques (PTT) can be used in CAHWs training courses,

3. To provide a framework for developing communication as well as heighten group work skills and consider how they relate to CAHWs training courses,

4. To demonstrate how issues related to training need assessment, planning and scheduling of a CAHW training programme should be handled,
Session 1. Introduction to the Training of Trainers Course

1.1. Welcoming Session

*Time: 30 minutes*

When people come together to take part in a training course, it is important to make everyone feel welcome and as part of the group. This session allows the TOT course to commence with a brief welcoming remark from the host region. The session also provides training organizers with an opportunity to explain the background of the project and hence participants with additional information about the training sessions and/or special arrangements and logistical issues (e.g. accommodation, meals, excursions, etc.).

**Objectives:** By the end of the session participants will have:
- Been welcomed to the workshop;
- Been introduced to each other and the organizations represented as well as identified individual and group expectations of the workshop;
- Reviewed the objectives of the workshop;
- Agreed on group norms to be followed during the workshop;
- Discussed logistical concerns; and
- Reviewed the purpose, functions and composition of the workshop as well as selected representatives for each day.

Regional officials and key facilitators will welcome participants to the workshop. (Assumption - the TOT will be in one of the regional towns and the host official will be asked to give opening remarks).

1.2. Introduction of Trainers and Participants

Conventional introductions involve the stating of names, past work history and current professional status. This allows barriers and hierarchies to be established right away. Members of the training team should introduce themselves and briefly tell participants about their background and training, emphasizing their enthusiasm for the opportunity to work with the group.

*Time: 2 hours*

**Objectives:**

To begin the process of getting to know each other and to allow trainees to understand the purpose of icebreakers and get experience in using them.

**Word Sense**

Icebreakers are activities that are undertaken at the beginning of an exercise to help people feel at ease in a given situation.
Methods:

The facilitator/trainer first introduces one of the icebreakers suggested below. Following the exercise, a group discussion is conducted on the use of icebreakers in CAHWs training.

If there is enough time, trainees could do a second exercise.

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**Icebreakers**

At the beginning of a CAH training course, icebreakers are essential in helping the trainees get to know each other and relieving the initial tension of beginning to work with a new group of people.

Subsequently, it is recommended that training sessions begin with warm-ups and icebreakers. Icebreakers help the facilitators participate and learn with the group as well as set the stage for continued training together.

Warm-up activities are usually used at the beginning of training sessions to begin on a positive note. The trainer can begin with a simple stretching exercise to get warmed up. At other times, energizers may be introduced to ‘recharge’ the group’s energy if it seems to be low. Even when people are interested and concerned about the subject being covered, they can get tired and sleepy, so energizers give people a

---

**Exercise 1: Pass the Beat**

**Objectives:** Trainees get to know each other and the group’s energy level is increased as trainees become aware of their dependence upon one another.

**Time:** 30 minutes

**Materials:** None

**Process:** Have all participants form a circle. To introduce the exercise, say: "I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, she or he will turn to the left and clap hands at the same time with the person next to her or him. We will ‘pass the beat’ around the circle.

Let’s try it now and remember to make eye contact and try to clap at the same time."
The rhythm builds up and the facilitator can call out “faster” or “slower” to determine the speed of the game. Once the handclaps have passed around the circle, the facilitator says: “Now we will try to make the rhythm go faster and faster. Always be ready, because we might begin to send additional rounds of handclaps around the circle, chasing the first one.” The ‘beat’ begins to be passed around the circle, from one person to the next.

Remind people to keep it going, even if it momentarily stops when someone misses the beat. When the first round of handclaps is well established, trainees can start a new round. Eventually, there might be three or four beats going around the group at the same time. This will often result in a sort of enjoyable, high-energy chaos in the group with lots of laughter.

**Closure:** Briefly ask whether participants enjoyed the game. Ask the group to describe, without singling anybody out, what happens in an interdependent team game when a player drops the ball. Remind the group that, to get the best results when working as a team, everyone is interdependent and depends on the other team members.

**Exercise 2: Ball Toss Name Game**

**Objectives:** Participants learn each other’s name with this icebreaker, while learning a simple metaphor for communication skills.

**Time:** 30 minutes

**Materials:** Three pieces of paper or very lightweight balls for each group of approximately eight to 12 people.

**Process:** Have the balls ready for use at any time during the exercise. Make sure that the circles are positioned with a safety zone of one or two meters of space behind each group in case the participants move backwards to try to catch a ball.

Have small groups of participants (about eight to 12 people per group) stand in a circle.

Tell the participants: “In this game, we will try to learn each other’s names in the small groups.” Start by getting everyone in the circle to say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember one or two names. Explain that, at the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her; demonstrate how this is done.
Continue to explain: "The person who receives the ball should make eye contact with another group member, call out that person’s name, and toss the ball to them. If you forget someone’s name and want to be reminded of it, you can ask her/him to repeat it to you. If you like, you can even throw the ball back to the person who threw it to you."

**Part 1: Playing the game:**

Begin the game as described above. After a couple of minutes, when the participants start to remember several names, add in a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then aim at throwing and catching each ball, all the while calling out the receiver’s name, ten or 15 times without dropping the balls. If a ball is dropped, they must start counting again. All three balls must be used in the exercise.

**Part 2: Discussion:**

Once the ball throwing activity has been completed, ask the players how they felt when playing the game. Then move to the idea of how throwing the ball from one person to another can be considered a metaphor for how we communicate as CAHW trainers. Ask the group to consider what actions were necessary to ensure that the game was successfully completed. These can include making eye contact, calling someone by their name, making sure the person was ready to receive the ball (or message), throwing it directly to the person, not throwing it when another ball was coming in, etc.

**Closure:** Point out how one of the most fundamental skills in CAHW training is good communication. Suggest that the facilitators remember this game as a guide for asking themselves whether they are using the best possible communication skills in their teaching.

**Note:** Some effective icebreaking exercises during the start of the training include:

- Paired Interviewing
- First Name Introductions
- Self Portraits
- Something from Home
- Stepping Stones
- Symbolic Introductions
- Drawing Concepts
- The seed Mixer
- Name Game
- Who Are We?
1.3. Setting Ground Rules

Objectives: To agree on ground rules for the ToT workshop and to identify common ground rules for CAHWs training.

Training Note

At the beginning of a training session, the group needs to set and agree upon a series of ground rules or guidelines for their work, and also understand why they are important.

The trainer should ensure that certain essential rules are included (see box below). An especially important rule in any ToT workshop is to respect all participants’ privacy or confidentiality. It should be made clear that no one is allowed to share personal information about other trainees outside the group.

Some groups also operate with a rule, which encourages participants to share their feelings if they feel offended or hurt by someone’s comment; providing the offender with a chance to apologize. This can be especially relevant in cases where participants feel hurt and/or insulted by jokes or remarks related to gender, ethnicity or personal characteristics.

Once all participants have agreed on a set of rules, the list should be posted in the training room for the entire duration of the workshop. At times, it may be necessary to remind participants of the agreed rules.

**Time: 1 hour**

Let trainees discuss and agree on group norms for the TOT workshop. The logistical coordinator should share logistical information with trainees; the facilitator should review the daily time schedule of the training workshop and discuss session time preferences with participants.
Common Ground Rules

- Respecting each other, even when you disagree;
- Agreeing to participate actively;
- Having the right not to participate in an activity that makes you feel uncomfortable;
- Listening to what other people say, without interrupting them;
- Using "I" statements: using sentences that begin with "I" when sharing values and feelings (as opposed to "you");
- No "put-downs" (i.e. snubbing or humiliating people on purpose);
- Respecting confidentiality and sharing responsibility; and
- Being on time.

1.4. Trainees' Expectations and Concerns

**Time: 30 minutes**

Trainees are given an opportunity to speak about their expectations of the training session and to state any concerns regarding CAHWs training that they would like to have addressed. Responses should be recorded on a flip chart.

Assess which expectations are likely to be met in the course of the training workshop, and which ones surpass its scope. At the end of the session, a review of these initial expectations could be part of the evaluation.

The facilitator should provide a brief explanation of the expectations of the training team for a successful ToT workshop and incorporate participants’ expectations. S/he should then explain what will happen during the training sessions over the coming few days, so that participants are aware of what to expect. Help the group compare their expectations to actual ToT objectives and point out how they match, then discuss what can and cannot be achieved during the workshop.

1.5 What Makes a Good Trainer?

A key factor for effective training is the behaviour, attitudes and facilitation skills of the trainer. The trainer needs to create an environment where trainees feel free and confident enough to make mistakes, to learn from them, as well as ask questions when they do not understand. Becoming a good facilitator/trainer requires time and experience as well as learning by doing.
The most effective trainers and facilitators have a range of key characteristics:

- A warm personality, with an ability to show approval and acceptance of trainees;
- Social skills, with an ability to bring the group together and control it without muffling it;
- An open manner of teaching, which not only generates ideas and skills, but also uses those provided by trainees;
- Organizing abilities, which ensures that resources are reserved and logistical arrangements are smoothly handled;
- Observational skills, which allow for noticing and timely resolution of trainees’ problems;
- Enthusiasm for the subject and the capacity to put it across in an interesting way;
- Flexibility in responding to trainees’ changing needs; and
- Ample knowledge of the subject matter.

Some of these characteristics can be attributed to people’s personalities, while others can be learned or improved through experience and practice. Still others can be developed by using specific exercises that are structured to provide some of the conditions for learning by participants. Most importantly however, learning to be a facilitator requires one to be self-critical about their performance at each stage of the session or course. Rather than asking whether it could have been done better, ask what and when it could have been done better.
Qualities of a good CAHW trainer. She/he:

- is humble and approachable;
- has a warm, open, friendly and polite personality;
- considers him/herself on an equal level to trainees;
- is not arrogant about her/his professional qualifications or experience;
- respects the culture, traditional beliefs and practices of the trainees, even if s/he does not share these beliefs;
- respects the experience, knowledge and skills of the trainees;
- is able and willing to listen to trainees;
- is able and willing to learn from trainees;
- has a genuine desire for trainees to learn;
- is able to create a safe learning environment so that trainees feel confident to express their views and to ask for help if they do not understand something;
- is able to put trainees at ease and to gauge the mood of the group;
- is able to see when trainees are having problems and to take appropriate action;
- is constructively self-critical, so that his or her own training skills are constantly improving;
- has good technical knowledge of animal health and husbandry; and
- is enthusiastic about animal health and husbandry, and able to share this enthusiasm with trainees.
Good facilitation skills come with practice and with the awareness of how your behaviour affects others. Being able to receive constructive criticism from other trainers as well as trainees enables a facilitator/instructor to improve her/his training skills.

1.6. A Series of Points and Considerations That Can be Used in ToT

Planning / Preparation Checklist for Facilitators

- Think of the best trainer/facilitator you ever had; list the qualities that made them great; then identify your weak points as a facilitator and try to improve them;
- Work as a training team, and assign roles based on strengths of individuals in the team (e.g. presenter, facilitator, listener, commentator, note-taker, gender balance etc.);
- Arrange for an acceptable venue (i.e. with proper lighting, electricity, comfortable and practical table setting where people can see each other and provide break-out rooms, refreshments, visual equipment etc.);
- Make sure all the (visual) materials needed – paper, pens, flipcharts, tape, markers, etc. – are available;
- Question whether fieldwork dates are convenient for the local community (in terms of agricultural season, workload, holidays and/or other factors that will occupy people’s time). Also question when the most convenient time of the day is for youth, women and men to be involved in training activities;
- Ensure that understanding and internalization of all tools have been acquired before being a facilitator, otherwise one cannot address the group with confidence; and
- Prepare well and rehearse.

Good Techniques / Practices for Training

- Relax and energize trainees/participants and facilitate name-learning;
- Familiarize participants with each other and with represented organizations;
- Ensure that all participants understand the aims and objectives of the course;
- Always properly introduce the key aims of the training, and use an ice-breaker through which everybody is introduced (this could be especially useful if you do not know participants well). Icebreakers are very important tools in keeping a group interested and working together effectively. They are particularly useful during training workshops, and for the actual monitoring process that involves group discussions and exercises;
- Ensure that all the planned activities are acceptable to the participants;
- Agree upon a timetable;
- List participants’ and trainers’ expectations, and try to get a sense of the level of knowledge among participants at the beginning of the training;
- Adapt the programme to address the felt needs and make modifications to content or structure as requested by the group;
- Agree to the ‘rules’ of the course (e.g. mutual respect, one speaker at a time, no mobile phones, etc.);
- Emphasize ‘learning by doing’ as the approach that will be followed during the length of the training;
- Start every day with a recapitulation of the previous day, then introduce the agenda for the day and seek inputs. For every training block (1.5 hours) explain what the group will do, do it, then summarize what was done by including a list of key points (if possible, summaries should be presented by trainees);
- Use a variety of communication methods, such as: the showing of a wide range of visual aids (e.g. simple and easy to read [in colour and size]), and encourage plenary discussions, group and individual work, role-playing, etc.
- Play the role of a bad facilitator versus a good facilitator for contrast and clarity;
- Remember to incorporate activities that invigorate trainees (who are sleepy or looking bored), calm participants (who are over-excited), and refresh trainees (who have been working hard) in between training activities;
- Stick to time-frames where possible;
- Have a strong closing session where you review aims and expectations; summarize what was learnt; commit to action, and close with appreciation and congratulations;
- Always build-in an evaluation of the training as improvements can always be made. Any simple evaluation is suggested to focus on the following questions:
  - What did you like about the training?
  - What did you not like about the training?
  - What will you do as follow up to the training?
  - What suggestions do you have to improve future training sessions?
**Attitude / Behaviour as Facilitator**

- Stay relaxed and calm;
- Be open and honest;
- Be a good listener: observe and record;
- Do not panic when the group is silent: wait patiently for them to think about what they want to say;
- Do not interrupt people;
- Do not pass judgments on people’s responses (e.g. avoid saying ‘this is good, and that is bad’) or humiliate anyone;
- Do not let arguments dominate the discussion: encourage participants to re-focus on the main topic;
- Be aware of language barriers: let people talk in the language they are most comfortable in and ask someone else to translate if necessary;
- Use visual aids and body language to help overcome language barriers;
- Maintain eye contact, stand up and move around, speak slowly and use your voice (i.e. through use of proper intonation);
- Make it as interactive as possible: involve and engage participants by asking questions and inviting participants to tell their stories;
- Use humour, if it comes naturally for you, and smile;
- Choose words, stories, numbers, and case studies that capture interest (use real examples to illustrate your points);
- Address concerns, questions and issues as raised by participants, while sticking to the main messages you want to get across;

**Session 2. Principles of Adult Learning and Training**

**Objectives:**

- To examine the basic principles of adult learning;
- To identify a trainer’s responsibility in ensuring adult learning;
- To identify the types of learning;
- To define training roles.

**Time:** 8 hours

This lesson explores the adult learning theory, which explains how people learn, and how trainers can assist participants to learn in the classroom.
2.1. Lectures and Formal Approaches to Training

During their formal education at school, college or university, most veterinarians and livestock professionals will have experienced formal training methods such as lectures. Typically, the teacher stands in front of the class and attempts to teach the students by telling them the information they need to know. With the formal lecture, the students take a passive role in the learning process. There is usually little interaction between teacher and students, and limited scope for discussion or asking questions. The flow of information tends to be one-sided – from the teacher to the students. Opportunities for students to share their experiences either with each other or with the teacher are few. This type of training is said to be ‘teacher-centered’ where the emphasis is on the teacher attempting to cover the subject matter in the lesson, and there is less concerns for whether the students really understand what is being taught or not. As this approach is not very interactive, it is often difficult for the teacher to know whether or not students have grasped the content of the lesson, other than perhaps asking “Does anyone have any questions?” at the end of the lesson.

The formal teaching approach may be appropriate for university or college courses where a large amount of subject matter is covered and students are expected to carry out research (self-learning) in their free time. However, experience in CAH and other rural development projects have shown that this approach is rarely effective for training livestock keepers.

2.2. Adults as Learners

- Adults are voluntary learners: they perform best when they have decided to attend the training for a particular reason. They are autonomous and self-directed, and hence need to be free to direct themselves.

- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education.

- Adults are goal-oriented: upon enrolling in a course, they usually know what goal they want to attain and therefore, appreciate an educational programme that is organized, with clearly defined elements.

- Adults are relevancy-oriented: they must see a reason for learning something. Learning has to be applicable to their work or other responsibilities that will be of value to them.
• Adults are practical: focusing on the aspects of a lesson that will be most useful to them in their work. They may not be interested in knowledge for its own sake.

• As do all learners, adults need to be shown respect.

2.2.1. Active Learning

Active learning is a method of adult education which incorporates direct participation and creates an atmosphere for sharing experiences. It involves adults practicing new skills and applying new knowledge and attitudes during training activities.

The diagram below shows the traditional method of teaching.

The Didactic "Teacher → Student Method"

[Diagram showing TEACHER connected to S=Student]

The characteristics of this model include:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is very big and important</td>
<td>Is small and unimportant</td>
</tr>
<tr>
<td>Is full of knowledge</td>
<td>Has little knowledge about the topic</td>
</tr>
<tr>
<td>Ignores students’ experience</td>
<td>Must keep quiet during lecture</td>
</tr>
<tr>
<td>Has no experience to share</td>
<td></td>
</tr>
</tbody>
</table>

The Didactic Teacher-Student Method is often not an effective training model for adults for two reasons:

1. It disregards a very important resource – the students' knowledge and experience;

2. Adults learn better and remember what they learned when they:
   • Hear information;
   • See demonstrations and illustrations;
Discuss information and ideas; and
Practice techniques.

The following diagram shows an active learning theory.

Participatory Training

The characteristics of this model include:

The Trainer
- Is a facilitator
- Is a good communicator
  Works at the same level as the participants
- Respects participants' ideas and experiences
- Is supportive of the learning process
- Is an organizer of learning experiences

The Participants
- Are members of a communication network
- Feel at ease
- Participate actively
- Share experiences
- Ask questions, make mistakes, and take risks as part of the training process
- Use the trainer as a resource, guide and mentor

Note: The active learning model takes into account adult education principles and applies them to training methods.
2.2.2 Adult Education Principles and Implications for Training

<table>
<thead>
<tr>
<th>Adult Education Principle</th>
<th>Implications for the Training Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults learn best when they perceive learning as relevant to their needs.</td>
<td>- Provide 'real life' situations and emphasize the application of learning to real problems.</td>
</tr>
<tr>
<td></td>
<td>- Identify learners' needs and what is important to them.</td>
</tr>
<tr>
<td></td>
<td>- Relate the learning to the learners' goals.</td>
</tr>
<tr>
<td>Adults learn by doing and by being actively involved in the learning process.</td>
<td>- Provide activities which require active participation of learners.</td>
</tr>
<tr>
<td></td>
<td>- Provide activities which involve the learners as whole people: their ideas, attitudes, feelings, and physical being.</td>
</tr>
<tr>
<td>Adults have unique learning styles. They learn in different ways, at different rates and from different experiences.</td>
<td>- Use a variety of training techniques.</td>
</tr>
<tr>
<td></td>
<td>- Establish an atmosphere of respect and understanding of differences. Allow debate and challenge of ideas.</td>
</tr>
<tr>
<td>Participants bring relevant and important knowledge and experiences to the workshop.</td>
<td>- Provide opportunities for sharing information.</td>
</tr>
<tr>
<td></td>
<td>- Discuss and analyze participants' experiences.</td>
</tr>
<tr>
<td></td>
<td>- Use participants as a resource and encourage them to participate and share their experiences.</td>
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</tbody>
</table>

Using adult education principles and practices, the trainer can expect active participation of trainees attending the ToT workshop. Personnel trained using these methods are known to learn quickly and better retain new knowledge and skills acquired.

Session 3. Participative Training Techniques

Time: 3 days

A great number of instruction methods can be used during participative training. No single one is better than the rest. For CAHWs training, which stresses active participation and open dialogue, it is essential a style of training that is consistent with the values of participation is used.

It is best to make use of a combination of learning methods and to alter the tempo of the training accordingly. A regular change of both the methods and pace will keep trainees interested and ready to learn; it will also be more interesting and less tiring for the trainer. The methods described in the next sections can all be used to good effect in a training session on participatory approaches.

3.1. Exercises for Warm-Ups and Energizers

Warm-ups and energizers are not training techniques, but they form an essential part of training. Energizers are games that invigorate the trainees. They are used to change the tempo of a session and encourage trainees to move about and relax after spending some time sitting in discussion. Energizers should be active and humorous. In order for energizers and warm-ups to work, the trainer should always be aware of trainees' moods. If people look tired, then it is better to stop and have a break, rather than push on with the lesson and end up making people feel frustrated and de-motivated. Warm-ups and energizers can also be used at the beginning of a course to help trainees to get to know each other in a relaxed fun manner. Example of an effective energizer is provided below:
Fruit Salad Exercise

Objectives:
- To get the group active and alert: especially good after lunch or to break a long passive session; and
- To form sub-groups, each with an easily remembered name, for further group work.

Materials: Chairs arranged in a circle; one less than the total number of participants and trainers.

Time: 10 minutes

Procedure: Decide on the number of groups that are needed, as this will determine the number of fruits selected. Set up a closed circle of chairs, one less than the number of people who will join the exercise.

Once having asked trainees to sit in the chairs, the facilitator begins the game by standing in the middle and explaining that this is an energizing exercise, which will require their active participation.

Let the participants name as many fruits as you need sub-groups (e.g. four fruits if you need to form four sub-groups). Ask one person to choose a fruit, their neighbour another fruit, the next neighbour yet another until the desired number of sub-groups is reached. The next person in the circle takes the first fruit, the next the second, and so on until everyone including the trainer has a fruit name (such as apple, melon, orange, etc.).

Before starting, ask all the oranges to put up their hands, then the melons etc. which will remind everyone once again of their fruit. The person in the middle calls out the name of one fruit. All those participants who are that fruit must change chairs - no exception! The person in the middle will also try to get a seat, and should succeed as they have only half the desired distance to travel.

One person will be left in the middle, who then repeats the process by calling out another fruit. When "fruit salad" is called out, then everyone must change chairs.

Comment:

This exercise can be a great deal of fun. Trainees will be fully active in a couple of minutes of organized chaos. The trainer should conclude the game by allowing her/himself to be left in the middle. It is easier to end the game after "fruit salad" has been called.
Conclude the exercise and ask everyone to return to the workshop area. Assign fruit names to tables and ask everyone to sit in their new groups. Debriefing is not required and if group work is required at a later stage, these fruit names can be used again (e.g. “All pineapples will work together on . . . ”)

This game mixes hierarchies and relaxes trainees. It also divides friends and colleagues as they tend to sit together in a particular group.

Note: A quick, amusing game that gets everyone moving can work wonders. The facilitator is advised to refer to the following effective energizers:

- "A"s and "B"s
- The Numbers Game
- Move to the Spot
- Move If
- Streets and Avenues
- Robots
- Family Members
- Breakthrough
- Statute Stop
- Countdown
- Group self-Select, etc.

3.2. Use of Questions during Training

The effective use of questions is one of the most important skills needed by trainers. By asking questions, the trainer helps the trainees to think for themselves and stimulates a process of discovery. If trainees think about a problem and come up with an answer themselves, they are much more likely to remember the information than if they were just given the same information by the trainer. Questions can be used to probe and analyze issues or problems in detail.

Using questions is an art and a skill, which ties in closely with facilitation skills and requires much practice. Some questions need to be carefully prepared when planning sessions in order to reinforce the key learning points for the session. As often as possible, the trainer should use 'open questions'.

Open questions are those questions that start with the words 'what', 'when', 'how', 'where', 'who', and 'why'. These types of questions encourage people to think and analyze. Examples of open questions include: 'What are the causes of poor growth in animals?' and 'How can the existing veterinary services be improved?'
“Closed questions” on the other hand are those questions where the answer is either 'yes' or 'no', such as: ‘Do you understand?’ and “Do you think animals get thin from poor quality feed?” In general, such questions should be avoided because they do not stimulate much discussion or thinking, and can often invite a specific, misleading answer.

3.3. Questions and Answers

This is one of the most basic training techniques, and is usually used during sessions that marks the presence of the whole training group together. Here, the trainer asks a series of questions to each group. Key learning points for each question may be written on a flip-chart or a blackboard for everyone to see.

A question and answer session is used for short topics and lasts ten minutes or less; it is often used as a link between one major topic and the next.

3.4. Practical Instruction

Practical instruction is used to teach trainees a skill, such as how to give injections or how to mix and apply acaricide. Practical instruction is provided based on the principle that people learn by doing. All too often trainers believe that if they just demonstrate a skill – for instance on how to give an injection – and then allow one or two trainees to have a go, that the class as a whole has received adequate instruction. This, however, is not the case.

Despite having observed the trainer carrying out a skill, it is often not until the trainees try it themselves that they, and the trainer, suddenly realize all the intricacies and steps involved in the skill.

Experience from the field

When teaching how to fill a syringe with medicine and inject a cow, questions and comments from trainees typically include: 'How do I get the bubble out of the syringe?'; 'What angle should I hold the bottle at when drawing out the medicine?'; 'I can't pull the medicine out of the bottle - it feels like something is preventing it.'; 'How do I know I have pushed the needle into the cow deep enough?'; 'Why is there blood in my syringe when I withdraw it a little? Is this ok?' etc.

Practical instruction provides the trainer with a framework to design and conduct sessions in such a way that all the intricate steps of a skill are taught to trainees in a clear, logical sequence to avoid confusion. Practical training may also involve the use of training aids or other techniques such as role play.

Practice time for every trainee forms a major part of the session. The trainer is on hand to assist, correct and encourage each individual trainee in a safe and controlled environment. If trainees do not practice in the session, when they try to put their new skill into practice with farmers they will make mistakes, try to correct themselves, and pick up bad habits and carry out the skill incorrectly.
Important features of practical instruction include:

Practice Time
At least 70 percent of the lesson time should be spent on trainees' doings and practice, with 30 percent of the time spent with the trainer providing explanation and demonstrations. The lesson should not consist of a long explanation and demonstration by the trainer followed by a quick five-minute practice for the trainees at the very end of the session.

Planning
Practical instruction lessons need careful planning to ensure that all the important points are covered and that the lesson is clear and easy to understand. Long explanations and lectures should be avoided. If long explanations are in fact required, then the trainer may want to consider holding a theoretical lesson first, using other techniques like group discussions, and then run a practical instruction class afterwards.

Ask Questions
Rather than just tell participants everything, the trainer should ask as many questions as possible in order to help trainees think and remember. Specific questions should be planned, written in the session plan and linked to key learning points.

Logical Sequence
Some skills are quite complex and need to be broken down into a series of steps. Trainees should be taught one step at a time, so that each step follows the other in a clear and logical sequence.

Sufficient Equipment And Animals
It is absolutely essential to have enough equipment and materials for everyone to practice adequately. If there are 12 people learning to drench calves with anthelmintic, there need to be 12 drenching guns, enough bottles of medicine for everyone to practice drenching in and plenty of animals to practice on (all this in addition to the equipment used by the trainer). The trainer should also supply the same type of equipment and medicines for trainings that the CAHWs will use when they begin their work.

The overall objective of a practical instruction lesson is that by the end of it, each trainee will be able to carry out that skill (e.g. inject a cow) correctly and safely without the aid of a trainer:
There are 4 stages in a practical instruction lesson:

Stage One: Introduction

The introduction allows trainees to know what is happening in the lesson and covers:

- What skill the trainees are going to learn?
- Why they are going to learn this skill; and?
- How they are going to learn it?

This is done by:

- Stating the objectives of the lesson: what, how, quality, equipment;
- Asking the trainees about their previous experience of that skill; and
- Asking them and discussing what use the skill will be to them.

Stage Two: Demonstration

This technique is used to allow participants to watch how something should be done. A demonstration brings to life some information that has been presented in a lecture, discussion, or explanation. For example, a discussion of how to apply fertilizers may not be nearly as effective as a direct demonstration, which participants can both watch and try out. During the demonstration, part of the lesson will show and demonstrate to the trainees the skill that they are about to learn. This includes several steps. For example, during a complex skill:

Process: The facilitator should explain the purpose of the demonstration, and show the procedures or new behavior. Participants are then pushed to ask questions and engage in discussion. Participants practice what has been demonstrated.

- Show the equipment to the trainees;
- Ask them to watch while you demonstrate the entire skill;
- Explain that the trainees are now going to learn the skill step by step;
- Discuss and encourage trainees to handle the equipment;
- Go through the skill again, this time step by step,
- demonstrating each step, asking trainees questions, and letting them practice each step;
- If trainees are making mistakes, ask questions to help them learn from their mistakes, and provide encouragement.
Stage Three: Practice

- This is a very important part of the lesson. Approximately 70 percent of the lesson should be spent with trainees practicing (including practice during the demonstration of part of the lesson).
- Let the trainees practice the skill until they have learnt to do it correctly without any help from the trainer.
- If trainees are making mistakes, ask questions to help them learn from their mistakes.

Stage Four: Summary

Summarize at the end of a lesson to find out:
- Whether or not the trainees have learnt the skill;
- If the trainees have understood the lesson (do not ask: "Do you understand?");
- If the objectives for the lesson have been achieved.

Summarize by asking three or four open questions that check the understanding of the trainees. These questions need to be carefully prepared. A summary is not for the trainer to explain the lesson again. Do not introduce new information in the summary.

3.5 Discussions Hum Groups and Buzz Groups

There are various types of discussion techniques used in participative training courses. The most common are the pair discussion (sometimes called a hum) and the group discussion (sometimes called a buzz). A pair discussion involves dividing trainees into groups of two and asking them to discuss a problem or task such as: 'List the factors affecting the availability of feed for livestock'. The key points from each group are written on a flip-chart and the trainer facilitates a general discussion on the points raised. In the group discussion technique, trainees are divided into groups of three to five, and asked to discuss a problem such as: 'What problems do people face with keeping animals?' Each group writes its key points on a flip-chart and presents them to the rest of the participants.

The trainer facilitates a general discussion in the plenary on the points raised.

Process: A pair discussion has three parts:

1. Write up the question or task on a flip-chart paper;
2. Divide trainees into pairs and ask them to discuss the question for five minutes. Go round the pairs to check whether people are discussing the right thing.
3. Write the responses on the flip-chart:
   - Move around the group of pairs and take one point per pair;
   - Go round a second time taking yet another point from each pair (from a different person this time, so that everyone has a chance to speak);
   - There should be no discussion at this time – simply write down the points;
   - Do not ignore a point;
   - Avoid paraphrasing and write what people say in their own words.

4. Discuss
   - Using a different coloured pen, circle one point, ask the person who made the statement to explain what it means, to give reasons for it and expand on the point. For example: 'What made you say this?', 'How do you mean?'
   - Ask the rest of the group what they think about this point. Do people agree, disagree, or have a different opinion?
   - When the discussion on the first point is finished, circle another point with yet another coloured pen, and repeat the process. Continue until five or six points have been covered (or however many the trainers want to cover).
   - It is not necessary to discuss every point on the list. The trainer can decide, which points it is important to discuss.
   - When the discussions have been finished on five or six points, summarize each point briefly.

5. Explain How this Lesson Will Lead Into The Next Lesson
   A pair discussion should be run for 20-30 minutes.
   Advantages – Pair discussion can be used:
   - At the beginning of a training session as a ‘warm-up’;
   - To set the scene for a new topic;
   - To establish previous experiences of a topic (e.g. Training experience); and
   - To establish a range of opinions and knowledge in the group.

Examples of pair discussion questions or tasks are:
   - What are the different types of feed fed to livestock in this area?
   - List the problems faced by the veterinary services in Ethiopia?
   - List the problems faced by farmers in the Somali Regional State.
   - List the ways in which we improve our listening skills.
During the plenary discussion for both hum and buzz groups the trainer asks probing questions to stimulate debate, share experiences and encourage trainees to come to a consensus on issues, or agree to differ.

Practical Tip
A common mistake here is for the trainer to take over the discussion and start explaining the points to the trainees or telling them the 'correct' answer. This turns the group discussion into a lecture. Trainers should avoid this temptation, and encourage the trainees to explain their own reasoning. If the trainees fail to mention important points then the trainer can often draw these out of the group through careful use of probing questions. Finally, the trainer may add other key points from experience. At the end of the session, the trainer can ask the following question: 'Who spoke the most during the discussion? 'If the answer is 'Me", then clearly the session was not very participative.

Using participatory techniques, such as group discussion, does not automatically make the training participative. The trainer must also implement the principles of adult learning and participation. This means creating a learning environment through activities and tasks, encouraging trainees to express their opinions and a genuine willingness on the part of the trainer to listen to trainees and respond to what they say.

Discussion techniques are used to explore a range of opinions and to allow trainees to share their experiences, knowledge and ideas. The group discussion takes longer than the pairs discussion and so is used for more in-depth analysis of an issue. Discussion techniques are most often used when trainees are learning about a subject matter, or addressing behaviour and attitudinal issues.

3.6 Brainstorming

This technique encourages active and imaginative input from trainees and taps into the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or to generate information that can help jumpstart a topic. This is a lively method used for gaining a rapid overview of trainees' knowledge or ideas on a particular issue.

Process – The facilitator asks a question on a topic to be investigated:

1. Write a short title or question on flip-chart paper (e.g. 'How do you know when an animal is sick?"

2. Ask for one-word contributions for the group (e.g. diarrhoea, lameness).

3. List the contributions by writing each one down very fast. Do not worry about spelling. Keep your back to the trainees. Encourage them to make many contributions.
4. Group the contributions – Explain that you want to categorize the contributions. The trainer must decide what these groups will be before the session. After explaining what the first group is (e.g. 'signs of disease affecting the head') the trainees are asked to shout out which words fit in that category. The words could be grouped by drawing a circle around them with a coloured pen or putting a symbol next to them.

The trainer should then explain the second category (e.g. 'signs of disease affecting the skin') and ask the trainees to put the relevant words into that group. The trainer circles these words with a different coloured pen or by using a different symbol. Continue until all words have been put into their respective categories (other categories might be 'signs affecting the limbs', 'diseases affecting the chest' etc.) No discussion is necessary. The trainer should not question why people put certain words into a group – just accept what the trainees say.

5. Link this activity to the next session by stating: 'In the next session we will discuss why different diseases cause different signs of disease.'

A brainstorm session should be run for 10-15 minutes. It is used to:

- Switch to a new subject;
- Examine a subject very broadly;
- Obtain 30-40 ideas quickly; and
- Create a lively atmosphere that keeps people alert.

3.7 Plays and Drama

When people act out parts, they are often provided with a platform to say more than they might during an ordinary discussion. Drama can be an interesting, entertaining, and, most of all, effective way to get people to discuss and solve problems. As dramas (plays or skits) identify the specific ideas/messages presented by actors (i.e. in accordance to their scripts) they are best used when key messages or complex information needs to be shared. Plays and drama are extremely effective training techniques, because they can be used to focus on real-life problems in an active way, especially where trainees are encouraged to act out issues themselves. There are various ways of using plays in training, all of which have quite different learning objectives. Confusion arises when all types of plays and drama are simply referred to as 'role plays', and so each method will be discussed in turn.

3.7.1. Problem Plays

Problem plays are ideal for addressing different behaviour and attitudes with trainees. For instance: interview techniques with farmers, facilitation in training, body language in training, types of behaviour in groups, and listening skills when working with livestock owners. Problem plays can also be used to explore complex concepts, such as: vaccination.
The play should only show the problem/issue in question and not possible solutions.

Process:
1. Prepare a short play of two to three minutes;
2. Brief a few trainees on the play you want them to enact;
3. Ask these trainees to act out the play. Ask the rest of the trainees to watch and listen to what happens in the play; and
4. When the play is over, ask the following questions:
   - General feedback: What did you see and hear happening in the play?
   - Problem question: What are the problems you saw in the play?
   - Real-life questions: Does this happen in real life? What are your experiences?
   - Causes questions: What are the causes of these problems?
   - Solution question: How can these problems be solved?

The trainer should ensure that everyone contributes to the discussion by
1. Summarizing the problems identified and the suggested solutions; and
2. Linking into the next session.

The following are important points to note when using problem plays:
- A problem play session can last from 30 minutes to an hour;
- This technique is used to identify problems and help people find solutions;
- The play should concentrate on one problem only. Remember, most problem play techniques involve discussion, which is initiated by asking questions. The short play is there only to set the scene;
- The actual play should be short (only two to three minutes) and simple;
- The trainer must carefully plan the play beforehand, and make the problem that is to be brought up very clear;
- Solutions to the problem must not be shown in the play;
- The sectors must be properly briefed, away from the rest of the group, and given time to practice;
- The main points from the session, such as the problems and possible solutions, can be recorded on a flip-chart.

Examples of issues that can be discussed using the problem play technique are:
- Poor listening skills – where a play shows two people arguing and not listening to each other;
- Poor facilitation skills – where a play shows a trainer lecturing to students.
3.7.2. Practice Plays

Practice plays involve trainees either being themselves or taking on the role of others, such as farmers. Here the trainees can be divided into groups to practice communication skills, such as: listening, asking questions, chairing a meeting and interviewing.

Practice plays are very different from problem plays. A practice play has the following characteristics:

- It is used in order to have trainees practice something they have learnt. For example: interviewing a farmer about herd structures through the use of the progeny history method;
- It is used by the trainer to explain how to perform a particular task. For example: how to interview a farmer for life status ranking;
- It does not illustrate a problem;
- It is sometimes called a role play, because the trainees or trainer take on the role of other people. For example: when one pretends to be a farmer; and
- It can last from five to 30 minutes or longer.

Examples of practice plays are:

- Trainees are divided into groups of three and practice listening skills;
- Trainees are divided into pairs and practice asking open questions;
- The trainer demonstrates good facilitation techniques;
- The trainer demonstrates how to interview a farmer;
- Trainees practice how to use ranking methods by interviewing each other (where one is the farmer and the other is the CAHW).

3.7.3. Drama

Drama can be used to encourage trainees to act out their experiences, and explore difficult issues. Examples include the problems people face getting animals treated; fears trainees may have about their work as CAHWs, and difficulties that trainees have faced while speaking during public meetings. Trainees are asked to discuss a certain issue in groups of four or five and then to create a play to illustrate it. They may just act out the issue, as well as possible solutions as well, or ask the rest of the group to suggest solutions to the enacted problems. During the whole process of the drama, the trainer facilitates discussion, making sure that the key learning points are brought out.
3.7.4. Puppets

Puppets are another way of presenting drama. They are small models of people and animals that are used to tell a story. The puppet story can be told by the trainer or by trainees. Puppets can be used to help trainees discuss sensitive issues more easily, because the discussion can be focused on the upper charter rather than directly on a particular person. However, the discussion must link in with a real-life situation and focus on ways the situation can be changed. Such topics might include illegal traders selling livestock drugs in market places, or the role of traditional healers in a community-based animal health programme.

There are various types of puppets, ranging from simple finger puppets where faces are painted on fingers, to puppets made from cloth, sticks, socks and vegetables, e.g. potatoes. Puppets are easy and fun to make by using locally available materials, and are an effective way of encouraging trainees to explore difficult issues in an in-depth manner. As with all the techniques, the trainer needs to facilitate the discussion in a structured way so as to bring out the learning points.

3.8. Problem Pictures and Picture Codes

Problem pictures are used in a similar way to problem plays, except a picture rather than a play is used to depict a particular problem. Problem pictures can be used to analyze issues that are difficult to depict in a play, such as: overgrazing around water holes, a chaotic scene of a poorly organized vaccination campaign etc. The picture used should show only one problem and its possible solutions. It should be a simple line drawing, avoiding too much shading and colour, and with no abstract symbols that might prove confusing.

Pictures should always be 'tested' before the course to check that the depiction of the problem or issue is clearly seen. Testing can be done with colleagues or other trainers, where the trainer simply asks them what they see in the picture. Problem picture sessions are run in the same way as the problem plays described above, using the same set of standard questions.

3.9. Exercises

Exercises are used to give trainees practice in certain skills and newfound knowledge. This could be done by: calculating correct dose rates for the given size of an animal; identifying the number of vaccine vials and water required to vaccinate a given number of cattle, and keeping records of animal treatments or drugs sold from the CAHW kits. The trainer should prepare hypothetical problems and tasks, which s/he then asks trainees to work through.
Process:

1. Brief the trainees about what they have to do for the exercise, and give them an exercise sheet with the task written on it. Tell them what materials they should use and how much time they have. Divide them into groups or tell them to work alone.

2. Supervise the trainees - Go around making sure everyone understands what to do. Give encouragement and assistance for those having difficulty, by asking questions to help them think about their mistakes and learn for themselves.

3. Review the results of the exercise. Ask groups or individuals to present their results. Discuss the results and reasons why certain answers are correct and others are not. Focus on areas where trainees were having difficulty and discuss reasons for this. The aim of the exercises is for trainees to learn a skill by actually doing it, including learning from mistakes. Discuss what went well and not so well. Encourage everyone to contribute.

4. Summarize the main points

5. Link into the next session

Exercises can last from 30 minutes to two hours. They are used:

- For trainees to practice a new skill that they learned;
- To build confidence in a new skill and set of knowledge;
- To encourage trainees to accept a new technique or process.

An example of an exercise can involve the filling of a record book.

Exercises can be used to test the skills and knowledge of individual trainees and so each person is asked to work alone. When everyone has finished the exercise, the answers can be discussed in the plenary.

When exercises are used well, the trainer can identify which trainees are experiencing problems and provide the necessary assistance and further explanation when required. Exercises are particularly useful for tasks that each participant will have to successfully carry out on their own after the course, such as record keeping. For this reason, it is important to check that each and every person is able to do the task unaided. If exercises such as these are conducted as group work, trainees who do not understand can easily be missed by the trainer.

3.10. Training Visit

This technique allows participants to see how something is done firsthand. Training visits are very useful for putting theory into practice in a real situation.
Process:

Trainees are taken to a specific site outside the training venue, such as a farm, livestock kraal, veterinary office or a public watering point for livestock.

Here, the trainer facilitates discussion around issues related to this site. It is important that the visit is well-structured with specific learning objectives. The trainees may be involved in planning the visit by preparing key questions or issues they can discuss with people at the site visit. Another way to make the session more structured is to give trainees a training visit 'score chart', listing important aspects of the site that have to be examined, and then providing recommendations made for improvement. Each participant is given a score chart and asked to examine the site. Following this, the trainer facilitates a discussion on the trainees' findings.

3.11. Case Study

This technique encourages trainees to analyze situations that they might encounter and to determine how they would respond. A case study is a story written to provide a detailed description of an event and is followed by questions for trainees to discuss. The story can range from a paragraph to several pages in length. Stories of people with similar problems in other villages make ideal subjects for case-study analysis. The case study should be designed in such a way that the story is relevant to participants, and they have enough time to read, think about and discuss the story.

Case studies are used to analyze a situation that has occurred in real life and to learn lessons from this experience. The case study can depict a negative or positive situation. Examples include CAHW projects that were established in other areas, the problems they faced and the way these problems were overcome. Case studies are useful for looking at the wider issues, such as the approach taken by the project as a whole.

Case studies require careful research and preparation, and therefore they can take some time to put together. A case study should include: the background to the project (size, location, history, aims and objectives), a strategy and list of activities being carried out, the progress so far and the current situation or at the end of the project. Trainees are then given questions about the case study to discuss in groups, such as: 'Why did this project fail?', 'What made this project successful?' or 'How could the problems illustrated in this project be avoided?' The trainer then facilitates a discussion on the groups' findings in the plenary.
Process:

The facilitator hands out a case study that describes a relevant situation or problem to be addressed. Once participants read the case study, they are either broken up into small discussion groups or remain in the large group to discuss the story. The instructor facilitates questioning and approaches to alternative solutions.

Advantages

It encourages participants to explore ideas and to identify alternative behaviours, solutions to situations, and problems they might experience.

3.12. Songs and Dances

Song and dance is a vital part of every culture that is used as an entertaining learning tool. Words from songs carry messages that can stay with learners for years, and dances are an activity that can add an element of fun and action to a literacy class. An instructor can easily encourage learners to create songs and dances that capture a message, key sentences or even a method of doing something. These songs can then be shared with other learners. A class may even have an informal competition to see who can come up with the best song and dance.

Many CAHW trainees belong to societies that have a strong oral tradition in which stories, songs, fables and poetry form an important part of cultural life. Stories can be told by either the trainer or the trainees, and can be an effective way of raising important issues during training. Stories can be about people and situations that occur in everyday life, or can be fictitious. The stories should consist of characters and places with names, and a series of events with a beginning and an end.

Practical Example

A story could be told of a CAHW named Mohammed, who did not manage his kit well, gave away his drugs for free or on credit, did not keep records, did not bother examining sick animals properly and was rude to livestock owners. In the end, no farmers wanted him to treat their animals and Mohammed was not welcome in many homes.

A discussion could be held on the problems that can arise with CAHWs behaving this way, what implications this has for the future of the project, why this situation may have arisen in the first place and how such problems can be avoided.
3.13. Games

Games can be used to raise issues about behaviour and attitudes, such as how people behave in groups, conflict resolution, co-operation and team work. Games can also raise trainees' awareness about how their behaviour as individuals and as a group affects others in both a positive and negative way. Games are a useful way of introducing such issues by allowing trainees to actually experience a real situation that is both fun and non-threatening. All trainees should take part in games. After the game, the trainer facilitates discussion on how people felt during the game, what frustrations arose, why people behaved the way they did, what implication this behaviour has for teamwork or the project, how they resolved problems as a group, and how such issues can be addressed in the future. With games, as with all other training techniques, it is important that the session is well-structured with clear objectives. The trainer should ensure that the key learning points are drawn out.

Practical Example

Divide trainees into groups of four people; give each group a pile of odds and ends (string, cardboard box, cups, bottle, paper, pens, sticks, grass etc.) and tell them they have ten minutes to construct a tower that is one meter high. The first group to finish is the winner.

3.14 Presentation and Talks

Presentations and talks do have a role to play in participative training, but they should be used sparingly. It may be tempting for the trainer to try and explain everything to the trainees in an effort to give them as much information and as many facts as possible. The trainer may even use good visual aids - such as pictures, models, and animals - and deliver a remark in clear and appropriate language. The session may even be well planned and set at the level of the trainees. But no matter how well a trainer explains a topic, experience has shown that, unless trainees have been challenged to think about and work through problems themselves, they will not remember most of what has been said. Before deciding to give a presentation, the trainer should ask: 'Is there another training technique I can use that will allow the trainees to be more involved and active?'

When presentations are used, the following principles apply:

- Presentations and talks are used to provide trainees with knowledge, such as correct dose rates for medicines and which medicines to use for what disease;
- The trainer should avoid giving long lectures – talks should be kept to a maximum of ten minutes. With longer talks, the training quickly becomes boring and ineffective. When giving the presentation, avoid 'talking' to the flip-chart. Stand and face the trainees, and talk to them – this will make what you have to say far more effective, and make trainees feel like they are part of the session;
The talk should be well-planned with a clear structure and should make use of visual aids, such as: pictures and examples of medicine and equipment (note that this is not a substitute for practical instruction);

- Flip-charts should be carefully prepared in clear, bold writing;
- Do not write the whole talk out on the flip-chart and cover the paper with lines of detailed notes. This is difficult for people to follow. Only write the major headings and key points for each heading;
- Detailed notes for the talk can be written out on small cards or A4 sized paper for the trainer to refer to;
- Notes can also be written lightly in pencil on the flip-chart, so only the trainer can see them, as a way of helping the trainer remember important points;
- Use flip-charts in imaginative ways, such as covering up the words or pictures and slowly revealing them as the talk progresses. Adding pictures or words to the flip-chart as the talk develops, to help maintain interest;
- A presentation does not mean that the trainer just has to tell trainees what they need to know, like a mini-lecture;
- To make presentations more effective, incorporate the question and answer technique so people are encouraged to participate, and think about the information being presented. This will help them remember what has been said.

Session 4. Participatory Training Aids

Time: 3 days

Training aids are used to help illustrate and reinforce key learning points during training and can be used with any of the participative training techniques described above. A wide variety of training aids, such as: flip-charts and coloured markers, chalkboard and chalk, photographs, pictures, models, animals and medicines are available. Computer presentation systems, video, slides and overhead projectors can also be used. The choice of training aids depends on many factors, such as: cost, electricity supply, literacy of the trainees and the subject being covered in the training.

Within a participative training approach, there is a considerable scope for trainers to develop their own training aids in, in accordance to local animal health problems and local languages. In the following section, information on some of the most useful training aids for CAHW courses is provided. Each of these can be adapted to meet local needs – be creative.
4.1. The Real Thing

As often as possible, real objects as opposed to pictures should be used as training aids. For example, rather than use a picture of medicines, show trainees samples of real medicine. When discussing signs of disease or how to examine a sick animal, try to use a live animal with that disease, rather than a picture of a sick animal. In the case of diseases, it is often difficult to show all the detailed variations of signs in a picture, whether a drawing or a photograph, whereas a live animal presents a far more accurate and realistic view. This is particularly important in CAHW training, because a major part of the work is being able to recognize diseases and conduct clinical examinations. If you are discussing the components of a balanced diet for livestock, then show trainees examples of real feed samples, rather than just talking about feeds or showing pictures. Using real objects may take more time to prepare, but is worth the effort.

4.1.1. Live Animals

Live animals are an essential training aid for CAHW courses. They are used for learning how to handle animals, how to identify signs of health and disease, clinical examination, diagnosing specific diseases, correct administration of medicines and sample collection methods. The use of live animals during training requires careful organization and attention to animal welfare.

4.1.2. Post-Mortem Examination

Animals can be purchased for slaughter and post-mortem examination. This is a useful way of learning about internal organs and, in the case of sick animals; trainees can see how organs are affected by disease. Animals that die within easy reach of the training venue can also be examined by the trainees. Whenever an animal is killed during training, the killing should serve as an example of the most humane method of slaughter locally available.

Abattoirs can also be visited. If there is availability of a local abattoir, it could be arranged in advance for samples to be kept aside for the training.

4.1.3. Preserved Specimens

Pictures of small objects such as ticks, lice, flies, worms and flukes can be confusing to trainees, because they often depict objects on a scale which is much larger than real life. As a result, a tick which people are accustomed to seeing as a few millimeters in length, can suddenly acquire giant proportions! This problem can be overcome by using preserved specimens. These specimens are very effective training aids and can be collected during the initial participatory surveys or from a local slaughter slab or abattoir. Collect specimens that can be seen with the naked eye and collect a sufficient number
of each type to ensure that each trainee has the chance to look at the specimens properly. Parasites and flies should be preserved in 70 percent alcohol and stored in clear bottles so that the specimens are easily viewed.

4.2. Chalkboards and Flip-Charts

Chalkboards are probably the most easily available of training aids. They are usually cheap to obtain or make and can be used repeatedly. Flip-charts are more expensive and more difficult to acquire in remote areas. Both items are useful for noting down key points in training and serve as reinforcement to important ideas and information. A few useful guidelines for using chalkboards and flip-charts are:

- The trainer's writing must be clear and large enough for trainees to read;
- If coloured pens are used, try to make the use of colour meaningful rather than random. For example, write all the points for one topic in green, then the points for the next topic in blue etc.
- Avoid writing down everything that is said and focus on the key words, headings and points.

4.3. Pictures

Pictures are a very useful training aid. They are usually inexpensive to make and are easy to transport. Pictures can be used in situations where real objects are not available, or where the trainer wants to illustrate a complex idea, such as the life cycle of a parasite. When discussing contagious or zoonotic diseases it is easier to use pictures instead of live animals due to the risk of disease transmission. If an opportunity arises for trainees to see an outbreak of disease however, it would prove better than using pictures, provided that appropriate sanitary measures are taken.

- Use simple line drawings, with minimum shading and colour, because they can often obscure the meaning of the picture and confuse people. Avoid unnecessary detail and decoration. For example, around the edges of the picture. Keep the picture simple;
- If the picture is for use with illiterate people, do not include any writing;
- Be cautious of perspectives and sizes. For example, drawing a tick the size of a dinner plate on the back of cow may seem very unrealistic to trainees. It may be better to use actual specimens of ticks first of all, and then explain any pictures that show ticks that are 'larger than life';
- Avoid using strange symbols, such as: arrows, flow diagrams, tick marks and crosses. Such symbols are only meaningful to people who have learnt what they mean;
- Always test the picture before training, by showing it to colleagues and farmers and asking them what they see. If people do not describe what you expect, then the picture must be revised;
• If possible, produce pictures specifically for the project, rather than copying them all from other areas or books; you can thus get the precise images you need for the particular training course;

• Use culturally appropriate images – people wearing local dress, local style of houses, local breeds of animals and agricultural scenes typical of the area. Avoid pictures of animal health workers wearing white laboratory coats and carrying clipboards looking like officials and images of CAHWs sitting behind desks in offices;

• When using pictures that you want to show to the whole group, make sure that it is large enough for everyone to see clearly;

• When producing pictures, it is often best for the trainer to work with a local artist. This gives the trainer the opportunity to explain to the artist exactly what is required, and provides more flexibility to test the pictures and make the necessary alterations.

Pictures can be produced on a variety of materials including paper and cloth, on which it can either be drawn or printed. Cloth pictures are useful, because they are durable and easy to transport, and pictures can be grouped together for specific training lessons. They can be hung on a tree, vehicle or other convenient place. Large cloth flip-charts also have the advantage of enabling pictures of some animals (e.g. sheep and goats) to be shown in near to 'life-size'. This can help to overcome some of the difficulties of illustrating small objects (e.g. ticks) in an unrealistic way, because the image of a tick can then also be drawn on the animals as life-size. In comparison to cloth pictures, paper pictures are easily damaged. Although they can be laminated to make them more durable, this is expensive.

Electronic development picture libraries are now available. These include large collections of simple black and white pictures on subjects, such as livestock. These can, for instance, depict and show different species and breeds of livestock from around the world, different signs of disease, veterinary equipment (syringes etc.) and people from different cultures handling and treating animals. These pictures are copyright-free and can be downloaded from the internet (free of charge) or purchased on a disk (for a small charge).

Computer equipment and scanners now make it possible to reproduce complicated pictures, such as labels from medicines. These images are particularly useful for making 'drug information leaflets' for either literate or illiterate CAHWs.

4.4. Photographs and Slides

Photographs and slides can be effective training aids, because they show images of real situations, particularly if these are not directly available during the training course (e.g. animals with specific diseases). Some points to consider when using photographs are as follows:
Taking a good, clear photograph (or slide) requires skill. There is need for consideration of what exactly it is that is needed for depiction through the photograph, as well as the composition of the picture;

A common problem with photographs is that the object, for example a cow, is too far away and so appears too small in the picture for specific details to be easily seen;

Another common problem is caused by photographs with too many images in them. The picture becomes confusing and people are unclear on what it is they are supposed to be looking at;

If a trainer wants to use photographs and slides as training aids, some basic instruction in how to take good photographs can be beneficial;

Another factor, of course, is the cost of buying a camera with film for film processing and presentation. For the presentation of slides, a slide projector is required along with a source of electricity. At present, solar-powered slide projectors or projectors that can be powered from 12-volt car batteries are available on the market;

4.5. Models

Models may be used when it is not appropriate to use a live animal. For example, when first learning how to inject, trainees can practice on an orange or other thick-skinned fruit. Similarly, if materials and craft workers are available, it can be simple to build a model to practice the skills needed to assist in birthing problems.

4.6. Computers, Videos and Overhead Projectors

More high-tech training aids are available in some areas. Such technology is expensive, requires considerable training to use properly as well as electricity. Also, because CAHW training frequently takes place in rural areas and is highly practical, the use of computers, videos and overhead projectors may not be appropriate. If funds and conditions allow, videos can be useful for showing examples of projects from other areas, the progress of certain livestock diseases or other topics.

4.7. Handouts

Handouts are notes given to trainees; they contain key learning points from the course. They can be provided in written form or as pictures if the trainees are not literate. Handouts need careful preparation. They should not simply be a copy of the trainer's notes, but should consist of a summary of important information (e.g. dose rates for medicines), which are presented in a way that is easy for trainees to refer to. Each topic should have clear bold headings, with just the key points listed.
4.8. Summary

This part has introduced some of the most important principles of training and learning, and has explained the advantage of participative learning approaches and methods. A key factor in effective CAHW training is the proper use of the participative training approach and this requires investment in training veterinarians and other livestock professionals before training CAHWs. Also, the costs of participative training courses for project staff need to be considered when project budgets are being formulated.

A wide range of dynamic and innovative participative training methods are available. The training approach is very flexible and provides a wide scope for trainers to improvise and develop their own methods according to local circumstances. Although participative approaches and methods are a central theme in successful CAHW projects, CAHW training also require careful design and planning; issues that are discussed in the following section of the manual.

Session 5. How To Design And Implement The Training Courses

Duration: 5 days

This part begins at a point when project staff are ready to design and implement a community-based animal health worker (CAHW) training course. The part assumes that project staff has conducted participatory assessments with the community, considered the long-term sustainability issues of the project, and have been trained in participative training approaches and methods.

As the process of designing and organizing the training begins, the trainer needs to address a number of key questions, as listed below:

- What are the skills, knowledge, behaviour and attitudes that CAHWs need in order to carry out the job they are being asked to do?
- What are their existing skills, knowledge, behaviour and attitudes?
- Where are the gaps between what the CAHWs need to know in order to do the job and what they already know?
- How can the course fill these gaps?
- What training techniques should be used?
- How long should the course and sessions be?
- Where should the course be run and how should it be organized on a practical level?
- Who is going to pay for it all?
The gaps between what the CAHWs need to know in order to do the job and what they already know are called the 'learning needs'. When the learning needs have been defined, the 'training objectives' for the course can be set and a detailed course developed accordingly.

It is important that the training is designed and carried out systematically. Also, the CAHW curriculum should not simply be copied from a textbook, nor be based on a formal animal health and husbandry course. Each geographical area and community is unique and so a CAHW course curriculum should be designed specifically for that area. The content of the CAHW training will also be heavily influenced by the roles of the CAHWs, which have been agreed on during the initial participatory survey.

In some countries, nationwide CAHW training courses that are endorsed by professional veterinary bodies are being developed. However, these standardized curricula are still being refined and specific lessons about their value have yet to emerge.

Some courses comprise both of a 'core curriculum' and an 'adaptive curriculum'. The core curriculum is common to all geographical areas in the country and includes topics, such as: the signs of healthy and sick animals, modes of disease transmission and how to safely handle medicines. The adaptive curriculum is formulated in response to area-specific needs and variations in livestock production systems, disease incidence and community needs.

**The Five Step Training Process**

The training process described in the following sections follows five steps as illustrated by the diagram. The training process begins with a needs assessment, which results in the formulation of goals and objectives, which in turn determine the content of session designs that guide the implementation of the workshop. Monitoring and evaluation activities then assess whether the needs of the workshop participants were met and lead to the refinement future workshops.
5.1. Training Need Assessment (TNA)

Objectives: By the end of the session participants will have:

1. Defined a training needs assessment;
2. Identified reasons for doing a training needs assessment;
3. Discussed who should be consulted when conducting a training needs assessment; and
4. Discussed how to apply at least three techniques for conducting a training needs assessment.

Duration: 3 hr 30 min

Activity: Introduce the topic and ask participants to define a training needs assessment.
Record their responses and process to come up with a definition.

Definition: A training needs assessment is conducted to identify the problems/needs/interests of an individual/group/community that can be strengthened or built through training.

A training needs assessment is a gap between “what is” and “what ought to be”. The needs assessment serves to identify the gaps and consider whether the problem caused by them can be solved through training; the assessment is part of a planning process focused on identifying and solving performance problems.

A TNA will enable the trainer to design a training programme that will provide CAHWs with the knowledge, skills, and attitudes needed in their jobs. A Training Needs Assessment has three parts:

(i) General Background of Trainees
Get to know your trainees – including their ethnic, cultural and religious backgrounds, their level of education and literacy, age, gender, family, work and other commitments, major source of income such as livestock herding, farming or trading.

(ii) Technical Knowledge and Skills
Assess the experience of livestock keeping, treatment of sick animals, use of drugs and experience of indigenous medicines. And ask whether any of the trainees are traditional healers.

(iii) Attitudes
What are prospective CAHWs' attitudes towards issues, such as: livestock keepers' experience and traditional beliefs, use of traditional approaches to dealing with livestock problems? How effective are their present communication skills?
Who do We Consult When Carrying out a TNA?

A needs assessment provides the opportunity to consult a variety of people. The information collected, the ideas generated, and the conversations that take place can help organizers prepare a relevant training. Some of the people that can be talked to in a TNA include:

- Participants;
- Facilitators; and
- Supervisors and employers of participants/others.

How is the Training Gap Identified?

Check on the actual performance of the service providers against the existing standards or new set standards. This can be done in two ways:

**Current Situation:** Determine the current skills, knowledge and abilities of the service providers.

**Desired or necessary situation:** Identify the desired or necessary conditions for personal success. This analysis focuses on the necessary standards.

Conduct a Task Analysis

A task analysis shows the skills, facts and attitudes necessary for completing a task. It gives the trainers a set of objectives for the course, determines the content of the course, and helps the trainer choose teaching methods and testing methods for evaluation.

Collect information about how to perform each task in the job description. Possible information sources include:

- Trainer’s memory and experience;
- Observation of skilled person performing a particular task;
- Manuals and other written protocols on how to do the task; and
- Discussion with others.

Write down how you think the analysis is done by:

- Comparing your experience with how the task is done according to written standards and protocols;
- Discussing tasks with other professional health workers;
- Checking task analysis by watching a skilled professional perform it.
Decide The Knowledge, Skills and Attitudes Needed for each Task.

Determine the skills, facts and attitudes, which participants already have, and identify those they need to learn.

During the TOT workshop, stress only those facts that trainees MUST learn to be competent in their work.

Encourage trainees to learn other information, which is related to the task, but are not essential, from other sources, such as: books, conversations, and experiences.

When the information on the general background, skills, knowledge and attitudes of the CAHWs have been gathered, it can be compared with the skills, knowledge and attitudes actually required for the CAHWs to fulfill their agreed upon roles and responsibilities. The learning needs are important, because they are used to set the training objectives for the CAHW course, and design the course curriculum.

Determine the Skills, Facts And Attitudes that Participants Already Have.

Use any combination of the following methods:

- Survey participants;
- Observe participants;
- Give pre-test to participants;
- Ask participants to identify problems experienced on the job;
- Survey clients;
- Other

Delete those skills, facts, and attitudes, which participants already have from your chart.

Results
After conducting a needs assessment, you will have a list of skills, knowledge and attitudes that participants must learn in order to do their jobs accurately. Use the above list to determine the objectives for the training.
Decide The Knowledge, Skills and Attitudes Needed for each Task.

5.2. Setting The Training Goal And Objectives

Definition of Goal: A broad expression of a desired state or situation to be achieved or realized over a given period of time.

A training goal generally describes how the training workshop will contribute to achieving programme goals. For example, how the training workshop will contribute to improving community animal health.

A goal provides a cohesive vision and direction to the training.

Duration: 3 hours 30 minutes

Process:

Decide on the overall purpose of the training. Think of the circumstances you would like to exist at the end of the training; and

Discuss the set goals with programme managers and other trainers.

Examples of Goals

- Community-based Animal Health Workers will provide effective services on primary animal health care.
- Animal Health Program managers will provide participatory training workshops for the CAHWs they supervise.

Results

All levels of persons involved in the training – planners, trainers, evaluators, and participants – have a shared vision of the purpose of the training.

Definition of Objectives: An objective is a specific statement of what a trainee must be able to do to demonstrate that s/he has achieved the knowledge, attitudes and skills necessary to complete a task.

Objectives serve the following purposes:

- They relate the content of the training to the knowledge, skills, and attitudes identified during the task analysis, which is based on the desired job performance of the participants;
- They make the planning and implementation of training focused, effective, and efficient;
- They are the standards used to evaluate the training.
Process:
- Use the list of tasks created by the TNA analysis. Put each task in a statement, which has the five qualities listed below.
- Use active verbs when writing objectives.

The S.M.A.R.T principle in writing objectives and its application to the training

- **Specific:** Content should be specific
- **Measurable:** There should be Observable behaviour at end of training
- **Achievable:** Content should be Appropriate to the participants
- **Realistic:** Content should be Relevant to the participants’ needs
- **Time bound:** FILL THIS IN!

Some action words that make objectives SMART include: Discuss, identify, list, review, illustrate, practice, outline, demonstrate, explain, state, match, relate. When writing an objective, ask yourself what “action word” you will be using to help you measure the observable behaviour.

Examples of Objectives:

**Skills**
At the end of the course CAHWs should be able to:
- Build a long-term rapport with livestock keepers;
- Diagnose common livestock diseases by clinical examination;
- Safely administer drugs to animals using the correct dose rates and administration routes;
- Safely store drugs and vaccines under optimum conditions;
- Manage drug kits (e.g. storage, hygiene and maintenance of drugs and equipment);
- Replenish drug kits when required (stock control, drug purchasing);
- Administer vaccine using correct doses and correct administration routes; and
- Advise farmers of husbandry matters (e.g. housing, feeding).
Knowledge
At the end of the course CAHWs should know:
- Which drugs to use for which livestock disease;
- Dose rates of each drug for each species and class of livestock;
- Causes, signs, treatment and prevention of common livestock diseases;
- Which vaccine to use for the control of which diseases;
- Reasons behind record keeping;
- Calculation of profit/income/remuneration from treatments/sale of drugs;
- Why good communication skills are essential for building a successful working relationship with livestock keepers;
- Where to buy drugs and equipment to replenish kits;
- Purchase and sale price of drugs, vaccine and equipment;
Principles of feeding livestock.

Behavior and Attitudes
CAHWs should be:
- Able to communicate effectively to discuss livestock issues with pastoralists/farmers;
- Friendly, open, approachable, empathetic, good listeners;
  Respectful of livestock keepers’ way of life and experiences.

Result
The objectives of the course are directly linked to what the participants need to learn.

5.3. Course Content and Approach
The training course content (curriculum) and approach should be developed methodically as follows:
- List the topics that will be covered in order to meet each of the course objectives;
- Decide how many sessions are required to cover each topic. A session usually lasts one to two hours. A single topic may need several sessions;
- Decide how many days are required to run the course, and how many sessions will be covered each day (below are some practical considerations);
- Decide on the most appropriate training approach to take. If most of the trainees are illiterate, then training methods that do not rely on reading should be prepared.

Some Practical Considerations

A. Course Length

In part, the length of the course depends on how many days are needed to cover all the topics necessary to meet the course objectives. It also depends on trainees’ other commitments. The final decision on the length of the course should be made in consultation with the CAHW trainees, in order to ensure that it fits in with their work schedule. For example, some trainees might have important agricultural or herding tasks to perform at home. As these tasks are often seasonal, it is usually possible to identify the most convenient time of year to conduct the training (also see Gender and cultural factors).

B. Course Structure and Availability of Training Aids

The availability of training aids can influence how a CAHW training course is structured. For instance, if animals are available for use in training every day, then the course may be structured so that theory sessions take place in the morning and practical sessions in the afternoon. If animals are only available on certain days or at specific times of the day, then the course will need to be structured accordingly. Alternative ways of structuring a CAHW course include:
5.4. Planning The Individual Training Sessions

**Duration: 2 days**

During the design stage of a CAHW course, the trainer needs to prepare a detailed plan for each session. Inexperienced trainers sometimes make the mistake of assuming that, if they can carry out a skill themselves, or have a deep knowledge of a subject, then they can easily teach it to another person without planning.

The trainer would have developed these notes into a detailed session plan, with a clear sequence and proper introduction, main part and summary. S/he would use appropriate training techniques, such as: group discussions, short talks with visual aids and practical instructions. Questions and key learning points would be written down.

The trainer will follow these session plans while running the course, as they form the knots and bolts of the training. Taking the time to plan the sessions carefully is essential and helps to ensure that important learning points are not missed.

Despite the importance behind this, trainers often neglect to plan the sessions properly and can forget important aspects of the session, when standing in front of a group of trainees. The end result of such negligence is poor-quality training.

Remember, training is not as easy as it looks.

5.4.1. Session Plans

Session plans are written instructions for the training. They describe how the training will be conducted in detail and are based on the tasks that the participants need to learn.

Session plans help the trainer organize the training workshop. They are like a recipe that guides the trainer in conducting the lessons.

Process:
Write a session plan to accomplish each objective. The session plan should include:

- Objectives of the session;
- Time necessary to teach each objective;
- Teaching methods to be used during the session;
- Resources needed for the session; and
- Evaluation techniques for measuring the achievement of objectives.
For each session, draw up a chart as shown below and remember to plan enough time for trainees to practice skills. When planning a training workshop, give trainees adequate time for practice in a variety of settings, such as: on models, on each other, in the classroom and under supervision in clinics. As a rule, allow twice as much time for practicing skills as for lecturing.

Session Plan Format

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Teaching Methods</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Indicate duration of session</em></td>
<td>*List the topics that will be *</td>
<td><em>List resources needed for the session:</em></td>
<td><em>Write down indicators that the</em></td>
</tr>
<tr>
<td></td>
<td><em>and each activity.</em></td>
<td><em>covered by the lesson.</em></td>
<td>• Resource materials used for the planning</td>
<td><em>trainer will use to measure how well</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*List the sub-topics (skills,</td>
<td><em>session (books, manuals, audio-visual aids)</em></td>
<td><em>objective was achieved.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>knowledge, &amp; attitudes), which</em></td>
<td>• Co-trainers, experts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>will be taught.</em></td>
<td>and personnel contributing to the lesson.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Transportation and other requirements.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write down instructions, which the trainer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will follow.*</td>
<td></td>
</tr>
</tbody>
</table>

Result

A session plan outlines what the trainer needs to prepare for each training session and how to conduct and evaluate the workshop.

Below (in italics) is an example of a lesson plan

Session Title: Improving Knowledge on Internal Parasites

Objectives: *By the end of the lesson the trainees will be able to explain:*

- *The signs, cause and transmission of roundworms and liver flukes; and*
- *The treatment and prevention of worms and liver flukes.*

Duration: 1 day

Teaching Methods

*Problem picture or animals, question and answer, summary*

Resources/Materials

*Real animals suffering from worms, picture of sheep with worms, young animal suspected to have died from worms for post mortem, examples of anthelmintic medicines (liquid and tablets).*

Sub topics:

Introduction

*We are going to learn about internal parasites in cattle, goats and sheep.*
Problem picture

Real animal or picture of a sheep with worms (if no live animal available). Bloated belly, swollen jaw, thin, weak, poor coat.

| Question 1. What can you see in this picture? |

**Key Points**
- A sheep;
- The sheep is very thin;
- The sheep has a swollen belly;
- The sheep has a swollen jaw;
- Looks unhealthy;
- It is weak;
- The wool looks rough.

| Question 2. What disease do you think this is? |

**Key Point**
- Worms.

| Question 3. Have you seen worms before in your animals? What is our experience |

| Question 4. What are the signs of worms? |

**Key Points**
- Animals are thin;
- Animals do not grow well;
- There may be diarrhoea;
- Gums, lining of mouth and eyes become pale in colour;
- The coat is dull, dry and looks rough;
- Sometimes animals produce swelling under the jaw;
- Young animals can die before showing the above signs, when they go out grazing for the first time in spring;
- Some animals may die suddenly.

| Question 5. Why are worms in animals a problem? |
Key Points:
- Worms can reduce production and growth;
- Young animals are very susceptible and can die from heavy worm burdens;
- Worms suck blood from the animal and eat its food, hence making the animal weak;
- Even if the animal is given plenty of food it can still remain thin and not grow well;
- Worms cause a lot of damage to the animal (through reduced production and growth) even before other signs are seen;
- Worms can the farmer on an economical level.

Tell
There are two major types of internal parasites that are important:
- Roundworms found in the digestive system;
- Liver flukes found in the liver.

Question 6a. What is the life cycle of roundworms?

Key Points:
- Adult worms live in the digestive system of the animal, and lay eggs, which pass out in the faeces and onto the pasture;
- The eggs grow into young worms (larvae) on the pasture;
- Another animal eats the larvae, which grows into adult worms in the digestive system, and start laying eggs.

Training Aid
Explain picture showing simplified version of the roundworm life cycle. If available, open up a dead lamb/kid and inspect the digestive system for worms. Show the trainees any worms found.

Question 6b. What is the life cycle of liver flukes?

Key Points:
- Liver flukes are shaped like the leaf of an apricot tree and are 2-7 cm long;
- The adult liver fluke lives in the gall bladder where it lays eggs that are passed out in the faeces;
- When the faeces are passed into water, the eggs hatch into larvae and are eaten by snails;
- The larvae grow in the snails and are passed out of the snails;
- When an animal drinks contaminated water, it drinks the larvae;
• The larvae migrate through the liver to the gall bladder, where they mature and start laying eggs;
• The snails are found in slow-moving water such as irrigation ditches, canals and ponds.

Training Aid
Explaining picture showing simplified version of the liver fluke life cycle. If available, open up a dead lamb or kid and inspect the liver for flukes.

Question 7a. How are roundworms spread from animal to animal?

Key Points:
• Larvae on the pasture are eaten by animals when they graze;
• The young worms grow into adults in the animal and lay eggs, and the cycle continues;
• Within a short time, the pasture can become infected with eggs and larvae;
• The eggs and larvae survive best when the weather is warm and moist;
• Spring and early autumn is the time when animals are most likely to be infected with worms;
• Young animals going to graze for the first time are very susceptible, and can even die if heavily infected with worms.

Question 7b. How are liver flukes spread from animal to animal?

Key Points:
• When animals drink water that has been infected with liver fluke larvae they ingest the larvae;
• If manure from infected animals is allowed to pass into the water supply then other animals will become infected.

Question 8a. What is the traditional treatment for worms?

Question 8b. What are the traditional methods for preventing worms?

Question 8c. What is the modern treatment for roundworms?
Key Points:
- Use de-wormers (e.g. fenbendazole);
- When worms are diagnosed, treat all animals and move them to new pastures where there are likely to be fewer worms;
- As young animals are most susceptible, make sure that they are at least treated.

Question 8d. What is the modern treatment for liver flukes?

Key Point:
- When liver flukes are diagnosed, all animals in the herd should be treated.

Training Aid
Show examples of liquid and tablet anthelmintics to trainees.

Question 9a. How can we prevent roundworms?

Key Points
- Worms is a disease that is far better prevented than treated following the detection of signs of it;
- Do not wait until animals show signs of thinness, rough dry coat etc. before treating – as by this time, the damage would have already done, and treatment may be too late;
- Give all animals anthelmintics at the beginning of spring when they go out for grazing, before they show signs of sickness;
- Give them anthelmintics again in autumn and at the beginning of winter.
- Do not keep animals on the same pasture all the time - move animals to new grazing areas to prevent build-up of worms;
- Take care of young animals - put them on new grazing land ahead of the adults;
- Keep the stables and places where animals are kept clean and dry.

Question 9b. How can we prevent liver flukes?

Key Points:
- Give animals clean water from wells and fast-flowing rivers;
- Do not allow animals to drink water from slow-moving ditches, especially if snails are present;
- Do not allow animal manure to contaminate water supplies.
Summary:
- Why are internal parasites a problem for the animal and the farmer?
- Why is it important to prevent worms?
- How can worms be prevented?
- When should animals be treated with anthelmintics?

Link to next session
In the next lesson we will learn about correct dose rates for worm medicines and how to give worm medicines to animals correctly.

5.4.2. Hints For Ensuring a Trainee-Centered Learning Process

A. Appropriate Language and Terminology

The terminology used in the training should be pitched at a level that is appropriate for the trainees. Use of complicated veterinary terms, such as Latin names for livestock diseases, is rarely necessary in CAHW training. Why say parasitic gastroenteritis or haemonchosis if we can say 'worms'? 'Fluke' is easier than Fasciola gigantica and 'germ' will do instead of Pasteurella haemolytica.

A further consideration, when discussing livestock diseases, is the use of local disease names. During the initial need assessment surveys, veterinarians should have documented local disease names and, as far as possible, clarified the associations between local terminology and western disease names. Where possible, the trainer should use the local names for diseases, because the CAHW trainees will be more familiar with these terms. In some cases, a direct translation between a western and local disease name will not be possible. For example, a local name for a disease may be based on a clinical syndrome. In these cases, the veterinarian will have to decide how best to describe the disease and the various differential diagnoses for cases of 'diarrhoea', 'coughing' and so on. A comprehensive participatory survey backed up by laboratory diagnosis at the beginning of the project helps to define the links between local and modern disease terminology.

B. Building on Indigenous Veterinary Knowledge and Skills

Participative training is based on the principle of building on existing experience. Therefore, it is important to start from what the trainees already know. In addition to using local names for livestock diseases during the training, traditional knowledge and practices should also be discussed. Sessions on livestock diseases and husbandry can begin with discussions on local perceptions of disease including signs and causes, how the disease is transmitted, whether or not people believe it to be contagious, types of livestock affected and indigenous methods for prevention and treatment. It is important to remember that in pastoralist societies in particular, people have gained a huge amount of experience of livestock diseases and health problems.
When using a participative training approach, the task of the trainer is to combine indigenous veterinary knowledge with western veterinary knowledge to address livestock problems. The aim is not to replace one system with the other, but to recognize that, in a dynamic and ever-changing world, both indigenous and western approaches are valuable.

In some cases, we can be confident that a disease is best tackled using a modern veterinary solution, for example rinderpest vaccine. However, this might be combined with the traditional know-how on avoidance of infected herds. Furthermore, local expertise in disease recognition can be useful after vaccination has stopped and active surveillance has begun.

Despite the value of indigenous knowledge in the training process, a difficult area for many CAHW projects is the promotion of traditional treatments that have not been clinically or 'scientifically' proven. Scientific testing of plant remedies requires considerable resources and time, as any pharmaceutical company will testify. However, there are well-described methods for validating different treatments used within the community, based on local perceptions and identification of the most confidently used traditional treatments.

The decision of whether or not to encourage a certain practice can be difficult and is often based on the technical knowledge of the veterinarian, the experience of livestock owners and, most importantly, the welfare of the animal.

5.4.3. Local Knowledge About Disease Signs, Causes and Epidemiology

This knowledge includes disease names, knowledge of vectors, and seasonal variation in disease occurrence. It is very useful in participative training, because we can build on this knowledge and/or correct it when necessary.

5.4.4. Local Disease Prevention and Control Practices

These skills and knowledge include separation of sick animals from healthy animals; grazing animals on 'anthelmintic' plants; and the avoidance of tick prone areas. This knowledge is also very useful during participative training. In some cases it is easy to relate these practices to western veterinary medicine and encourage them. Other practices can be discouraged. For example, withholding colostrums from newborn animals.

5.4.5. Use of Indigenous Treatments

These skills and knowledge include a vast array of plant medicines, cautery and other treatments. This knowledge can vary from modern veterinary knowledge and prove difficult to recommend in CAHW training without some process of validation (which can sometimes be done in the community). However, some traditional treatments can be supported. For example, the use of salt to clean wounds.
5.4.6. Practical Tips for The Trainee in Becoming The Future CAWHS Trainer

- Strive to learn the names of each trainee and take pride at calling her/him by her/his name. It works miracles in rallying student interest in the learning process;
- Select a comfortable, roomy and well-ventilated building for the classroom session. If this is not available, opt for a shady tree. Organize regular breaks to avoid fatigue and drowsiness. Be alert to such development and prescribe stretching exercises to clear sleep;
- Show interest in the people you are teaching and be interested in the act of teaching them;
- Be practical and avoid the boring theory;
- Be relaxed and open, so as to encourage the trainees to comfortably interact with each other and with you as a trainer;
- Encourage the trainees to listen attentively by striving to communicate well and show keen interest on what the trainees are labouring to communicate to you and the class;
- Communicate directly to the trainees – eye contact must be ensured; the side so as to allow a maximum number of trainees to see it clearly; Strive to be a good example in the eyes of the trainees and show respect for them;
- Be organized in your presentation by drawing up a consistent plan like the one shown in the above section on the lesson plan;
- Be familiar with participative techniques to facilitate active trainee involvement and stimulate their interest in the learning process.

5.5. Planning a CAH Training Programme

Objectives: By the end of the session participants will have:

- Identified issues or considerations in planning a training programme;
- Defined and discussed the eight steps of planning a training programme;
- Matched the planning considerations identified to the appropriate planning steps.

Duration: 1 day

Start this session by asking participants, “What do you need to think about when properly planning for a training programme?”
Write the responses on a flipchart and solicit more, until you are sure that there are some to match each of the eight questions shown below.

Show the flipchart with the eight planning steps, forming them in a stair pattern to show how they support planning for training.

The steps should include:

Who
Why
When
Where
What for
What
How
How much

Explain the words in the planning steps and give the longer form of the questions.

i. Who: Who will be involved in the training?
   a. Participants
   b. Facilitators
   c. Resource persons

ii. Why: Why have this training?
   a. Reason for holding the training programme
   b. The needs

iii. When: When and for how long is the training planned?
   a. Dates and time: The training course should take place at a time of year when the trainees are not heavily involved in other work, such as harvesting. In agropastoral or pastoral areas it is sometimes easier to conduct the training during the wet season when animals tend to congregate around permanent settlements and are easier to reach. Major religious or cultural events should be avoided. The daily timetable should be sensitive to trainees' current commitments, such as: childcare and work at home. If the CAHWs are themselves farmers and livestock keepers, they may not be able to attend a full-time course. It may be more appropriate to plan the course to run only in the mornings, or to run the course into parts with a break in between.

   b. Duration: Minimum of two weeks
iv. Where: Where will the training take place?

a. Venue, Accommodation and Environment: The best place to hold the CAHW training course is within the community. This allows the community to feel part of the training process, to see that the people it selected are really being trained and to monitor the progress of the training. The actual training venue should be discussed with the community. If a farmers' or pastoralists' training centre is located in the area this may be a good place to run the CAHW course, because many of the facilities may already be there, such as crushes and animals.

Alternatively, the course can be run in the open air under a tree – as was done by the Afar community in north eastern Ethiopia. CAHWs were trained in cattle camps and were very comfortable with this arrangement. The community felt involved in the training and took an active role in ensuring that a suitable site was found away from the centre of community life; plenty of animals were provided for practice and the training was not interrupted by casual onlookers.

If the training course is residential, provision needs to be made for accommodation of trainees and trainers. Again, this should be discussed with the community and arrangements made accordingly. The advantage of residential courses is that everyone can focus on the training and not be distracted by events taking place at home. Residential courses may also be necessary if CAHWs from different areas are being trained. However, this is usually more expensive than if trainees stay at home each evening. Another option is to ask members of the community to accommodate trainees during the course.

v. What for: What will the training accomplish and yield for the future?

a. Goals and objectives
b. KAS

vi. What: What will be covered during the training?

a. Topics/content
b. Support materials
c. Curriculum

vii. How: How will training be carried out?

a. Curriculum and methodology
b. Language and use of translators:

The course should be run in the vernacular/ language of the area from which the trainees originate by using trainers from that area. Training tends to be much less effective when trainers do not speak the local language and therefore have to use a translator. Invariably, both subtleties and important points are lost in the translation process, and the whole training takes longer to
to complete. The project should therefore carefully consider whether time and resources are better spent trying to recruit and train a local livestock professional to be the trainer, rather than use a person from outside the area simply to get the courses run sooner.

If it is absolutely necessary to run the course through a translator, then the translator should be chosen with care and, if possible, there should be more than one translator available. As any translator will testify, translating requires a great deal of effort and concentration. All too often, projects fail to give translation due care and attention and simply ask whoever happens to be around at the time to provide their services. Translation is a skill. Remember, the quality of the training and the information that passes between trainer and trainees rests on the translator, and so working with someone who is ill prepared will result in poor-quality training. The translator, therefore, must be seen as a member of the training team, and be given some basic training skills and a brief overview of what will be covered on the course. The translator needs to be coached in how to translate for the trainer and trainees, and should be someone who obviously has a good grasp of both languages, and is able to express complex ideas and technical terms.

c. Transport: It is necessary to have sufficient number of cars to seat all trainees and trainers (plus any supplies). When available, local transport may be used, although this can be unreliable and sometimes even dangerous. Ensure that you have available transportation to the field, for emergencies and any travel to and from outlying areas in the field site, at all times, with:

- Drivers for each vehicle;
- Petrol allocations or money for petrol – check if fuel is available;
- Spare tyres, parts and tools for repairs.

viii. How Much: How much will it cost?

a. Financial Budget: Running costs for training courses include: the cost of meals for trainees; transporting the trainees to and from their homes; materials and equipment (i.e. drugs, syringes and rope, flip-chart paper, pens, visual aids, notebooks and handouts) and costs of the trainers.

Ideally, the costs should be split between the implementing organization and the community. The community will probably be able to make a contribution towards the running costs of the course in a variety of ways. For example: by providing goats as food for trainees and trainers or providing a training venue. The implementing organization may agree to pay for the training materials and trainers’ expenses.

It is essential that sufficient equipment is provided for practical training activities. These equipment include: medicines, ropes for restraining animals,
syringes, foot trimming knives, cloths, buckets and other materials. There should be enough equipment for every participant to practice treating all the animal health problems taught on the course.

b. Size Of Group: Considering the practical nature of the CAHW course, the number of trainees should not exceed 16. A greater number makes it difficult for the trainer to manage the course and ensure that each participant gets enough individual attention, thus affecting the quality of the training.

If more trainees need to be trained (e.g. 18 to 20), then either a second trainer should be employed for the course or, preferably, an additional CAHW course should be organized. The number of trainees also affects the time required to run each session, as well as the number of animals and amount of equipment required.

**Practical Organization of The CAHW Training Course**

As far as possible, the community should be involved in all aspects of organizing the CAHW course. This helps to ensure that local people take responsibility for the smooth running of the course and also install a sense of ownership into the whole process. Decisions have to be made about issues, such as: who will cover training costs, where the course will take place, and how animals and equipment will be supplied.

**Gender and Cultural Factors**

Gender factors and cultural sensitivities should be carefully considered when planning a CAHW training. There are many experiences of women trainees taking a limited role in mixed-gender training sessions due to men dominating the training. In these situations, alternative arrangements should be made to ensure a separate course for women. Alternatively, separate sessions on the same course for men and women can be arranged. Residential courses involving men and women need careful consideration to ensure that trainees and the community are comfortable with the living arrangements. Men and women may also have different daily or seasonal timetables that might affect timing and organization of a training.

**Animals for Practical Training**

The essential role of live animals is for practical training in CAHW courses. In order for trainees to get enough practice, it is absolutely essential that many animals of all species and ages be provided for the training. Organizing animals for training can be problematic and calls for careful planning with the community well in advance of the course. Try not to leave the planning of the live animals until last minute, because this usually results in insufficient numbers of animals for good practical instruction.
When using live animals for training, the welfare of the animals should be of prime consideration. Handling by a group of strangers will be stressful and will predispose animals to disease transmission. Also, practical training could result in injury to the animals, so it needs to be very carefully supervised. As with all 'training aids' there have to be enough animals to minimize the stress on individuals and to provide adequate learning opportunities for all trainees. If live animals are going to be killed either for post-mortem examination or to feed the trainees, the killing should be done with care and respect for the animal using the most humane local practice possible.

If animals from the community are used for the training, then clear agreements need to be made about who will pay for any veterinary drugs used. If livestock owners are given free treatments in exchange for allowing their animals to be used in training, then the project must make sure this is clearly understood by the community. Otherwise, confusion may arise, and the community might then expect the CAHWs to provide their services free of charge once the training is over. There are several ways in which animals can be organized for training of CAHWs:

(i) **Take trainees to livestock owners' kraals/farms**
   This arrangement can be made if animals cannot be brought to the training venue. However, care should be taken to ensure that a variety of kraals are visited, so that there is more chance of encountering different diseases. Also, the trainer should avoid just visiting the community leaders' kraals and providing free treatments, because this may be viewed as favouritism by other members of the community. If animals are widely dispersed, the visiting method can be time-consuming.

(ii) **Take trainees to livestock gathering points**
   The advantage with this approach is that there will be many animals gathered in one place. However, problems and confusion may arise if the community is not forewarned and involved in the planning. For example, owners may refuse to have their animals handled if they do not fully understand what is happening. Also, as the water hole is a public place, it may be difficult to run practical sessions free of outside interference and disturbance.

(iii) **Take trainees to the local veterinary clinic**
   The advantages of this approach are that all the handling facilities are likely to be in place, the environment is conducive to treating animals, and sick animals brought to the clinic provide the CAHWs with good experience. However, only a few (or no animals at all) may be brought to the clinic on the practical days of the course, and there may not be enough animals for all trainees to practice.
Certificates for CAHWs

CAHWs often ask for a certificate after completing the course. The advantage of issuing certificates is that they provide a formal record of the skills and knowledge that CAHWs have acquired on the course. This can be reassuring for the community, the government and the CAHWs themselves, as it is proof that they are qualified to do the work for which they have been selected. Certificates also provide CAHWs with credibility and standing in the community. For certificates to have value, the trainer must make sure that each CAHW reaches the required standard and that those who do not, are not given a certificate.

Training Points to Remember when a Trainer Prepares

For a trainer to have a successful training session, s/he needs to:

- Make objectives follow the SMART rubric;
- Make sessions title specific;
- Manage your time efficiently;
- Encourage participants’ participation;
- Make use of teaching aids where necessary;
- Plan closely with your co-facilitator and share roles;
- Be conscious of your body language;
- Avoid use of jargon;
- Give participants an opportunity to practice new knowledge and skills;
- Use simple and clear language;
- Ensure that objectives relate to the session goal;
- Organize teaching materials well;
- Respect participants’ views;
- Tailor content toward the set objectives;
- Design methodology and delivery plan to be relevant, appropriate to participant’s needs, and limited to set time;
- Be sincere in dealing with the learning needs of participants;
- Train on a topic you are comfortable with;
- Use appropriate energizers;
- Adequately prepare logistics, finances, training materials, venues, facilitators etc.

Some of the challenges trainers may find during a training programme are:

- Giving and receiving feedback to/from participants;
- Managing group dynamics (difficult personalities);
• For technical subjects, explaining some words in simple and layman’s language;
• Conducting training for people of higher cadre/educational status than your own;
  Training people with stronger cultural, social, or religious values than your own, especially if you would like a change in attitude or behaviour;
  Developing clear objectives, goals and session titles.

What can a trainer do to avoid some of these challenges?
  PREPARE, PREPARE, PREPARE!!!!!

5.6. Monitoring and Evaluation

Monitoring and evaluation are processes of collecting and analyzing information in order to assess the effectiveness of a training workshop.

Monitoring and evaluation activities are conducted to improve the quality of the training and to determine whether the participants have acquired the knowledge, skills, and attitudes necessary to do their jobs. The results of monitoring and evaluation are also used to plan future training workshops.

Duration: 2 days

The Process:
This diagram shows the five points of evaluation and when they are conducted.

1. Needs assessment is conducted prior to the workshop to determine what participants need to learn in order to do their jobs properly.
2. Monitoring is conducted during the workshop to assess training activities daily and to determine whether any immediate changes should be made to improve the quality of the workshop.
3. Process evaluation is conducted at the end of the training and focuses on how well the workshop was implemented.
4. Output evaluation is also conducted at the end of the training and measures whether the participant training objectives were met.
Outcome evaluation is a follow-up activity, which is conducted to see if workshop participants use their new knowledge, skills, and attitudes on the job.

Impact evaluation shows whether the training contributed to the overall goal of the programme. Impact may not be seen until quite a long time after the workshop. This level of evaluation is difficult to conduct and some projects do not have the time or funds necessary to determine the true impact of their activities.

Monitoring Monitoring is a useful exercise, which can be conducted every day of the training to determine what improvements might be made during the course of the workshop.

Start each day with a short time devoted to a "Where Are We?" exercise. This is a way for participants to share experiences with one another and with the trainer. It is a valuable tool for the trainer to learn how the participants are responding to various lessons and training methods and to modify the curriculum accordingly.

Ask participants to identify:
- Problems which may have come up for them individually or for the group;
- Ways in which these problems may be resolved;
- Insights which they have gained;
- Topics being covered in the training that are not relevant to their work;
- Topics not being covered which they need to do their jobs.

End each day with a "reflections" session.

Ask participants the following questions:
- What happened today?
- How did it happen? What techniques were used?
- What did we learn?
- How can we apply what we learned to our work?

The trainer can also lead a reflections session by asking each participant to complete at least one of the following sentences.
- Today I learned that....
- Today I re-learned that....
- Today I noted that....
- Today I discovered that....
• Today I realized that....
• Today I was surprised that.....
• Today I was glad that....
• Today I was disappointed that.....
• Today I..........

**Evaluation:** is an assessment of a set of activities to achieve specified programme objectives. This type of evaluation focuses on the implementation of the workshop.

**Evaluating The Process of The Workshop**

Compare your planning of the workshop arrangements with what actually happened.

- How many participants were trained? More, or less than planned?
- What were the training topics? Were new topics added or some deleted during the course of the workshop?
- How many sessions were held? Was this the right number of sessions?
- Was audio-visual equipment available? Did the equipment work properly?
- Was the training site the right size? Were participants able to get to the training on time?
- Were the arrangements for the workshop modified? Were the modifications successful?
- How could the workshop arrangements be improved for future trainings?

Assess whether workshop participants actively participated in the training by asking what you would assess in a training programme.

- Objectives and goals
- Attendance and participation of participants
- Organization of the training
- Content
- Time
- Facilitators
- Methodology

Why assess:

- Goals and objectives?
  - To measure the achievement of the training programme
Facilitators?
- To assess the strengths/weaknesses of a training

Attendance?
- To gauge the level of understanding among participants
- To assess participants progress for purposes of feedback to facilitators
- To award participants

Organization?
- To determine whether the environment was conducive to learning.
- To plan for future planning

Content?
- To determine the relevancy of the training to participants
- To plan contents for future training

Time?
- To know whether the time allocated was appropriate

Methodology?
- To know whether methods were appropriate for the training
- For future redesigning of the training

Evaluating The Output of The Workshop
The output evaluation should focus on whether the learning objectives have been met. Remember, the objectives were written to be specific and measurable.

Methods For Evaluating Knowledge
Tests are often used to evaluate whether trainees have acquired new knowledge.

Testing – General Points
- Final tests are given once, at the end of the training;
- The trainer may also use pre-tests and post-tests. With this type of testing, the trainer administers the same test before and after the training. The pre-test helps the trainer know which topics need the most emphasis during facilitation. By comparing the results of the pre- and post-tests the trainer can gain an idea of what knowledge the participants have learned during the workshop;
- Tests can be written or can be given orally;
- They can be multiple choices, true/false, short answer, or essay tests.
References:


Community-based Animal Healthcare: The How-To-Do-It Videos

These ‘How-To-Do-It’ videos describe the key issues to consider when setting up a community-based animal health system. The videos are targeted at veterinarians who work for government, NGOs or the private sector who want to establish a community-based project, or improve an existing project.

Video 1: Community Participation, Sustainability and The Role of Vets.

Video 2: Participatory Approaches to Adult Learning, Project Monitoring and Evaluation, and How to Influence Policy.
Assessment of knowledge: questions list

- What are the signs of internal parasitism?
- What is the control strategy for internal parasitism in this area?
- What are the signs and causes of foot-rot?
- What medicine is used to treat roundworm in calves?
- What is the dose of liquid project wormer for a weaned six-month-old goat?
- What medicine is used to treat pneumonia in goats?
- What is the dose of 5 per cent oxytetracycline for a local breed, mature three-year-old heifer?
- What are the characteristics of well-constructed goat and sheep kraal?

Methods for evaluating skills

Skills are often evaluated by observing the participants practice the skill. Observation may take place inside and outside the workshop.

- Observe the participants during role play exercises in the workshop;
- Observe participants through the use of models in the workshop.
- Observe the participants during skill practices in the clinic.

Assessment of skills: Observation

- Watch the CAHW de-worming goats. What medicine is used? What is the correct dose for the drug? How is the anthelmintic given? How is the animal handled? Note if any of these aspects are done incorrectly, and correct the CAHW if necessary.
- Watch the CAHW giving an antibiotic injection to a cow. What medicine is used? What is the correct dose? How is the antibiotic given? How is the animal handled? Note if any of these aspects are done incorrectly, and correct the CAHW.
- Check the CAHW’s record book to note how records are being kept, including any aspect not done correctly.

Methods for evaluating attitudes

Attitudes underlie the motivation of participants to achieve knowledge and skills objectives as well as performing their work effectively. They are often difficult to evaluate. Evaluation should focus on asking participants to describe how attitudes contribute to clients’ well-being in specific situations and by observing participants complete particular tasks.
Assessment of attitudes: observation

Observe a CAHW working with a livestock keeper. Make note of the CAHW's communication skills, how well s/he asks questions and is able to gather animal history from the livestock keeper, and the CAHW's general behaviour towards the livestock keeper (open, friendly, respectful).

Trainees are asked questions about key learning points, such as: signs of important diseases, dose rates for medicines and which medicine to use for which disease. If a practical day is organized towards the end of the course (where trainees practice treating animals using all the skills and knowledge they have learnt during the course), then the trainer can assess skill levels through observation and by asking questions of each individual CAHW.

Evaluating the outcome of the workshop

There should be follow-up of the training to ensure that participants use what they learned in the training, on the job. Outcome evaluation should be scheduled for approximately six months after the completion of a given training. Participants should be observed while at work in their normal assignment and local conditions, including the availability of necessary equipment and supplies, should be noted. The question to ask during the outcome evaluation is: “Has the training resulted in health workers providing improved services?”

Evaluating the impact of the workshop

If this level of evaluation is conducted, it is usually done by a research team. The impact evaluation would determine whether the training workshop contributed to improved health status among the population and whether the training contributed to any relevant demographic changes.

Needs Assessment helps the trainer write specific learning objectives and select training methods, which will help participants learn job related skills, knowledge and attitudes.

Monitoring helps the trainer assess the day-to-day activities of the workshop. The trainer can use this information to tailor the workshop to the particular group of participants.

Process Evaluation helps the trainer to assess the implementation of the workshop. The trainer can learn whether s/he needs to make different arrangements for future workshops and can also examine how actively the learners participated in the workshop.

Output Evaluation shows the trainer whether or not the participants have learned the knowledge, skills, and attitudes they need to complete their jobs.

Outcome Evaluation shows whether participants are using their newly acquired knowledge, skills, and attitudes in the field.
Impact Evaluation shows whether the workshop contributed to programme goals. For example, the improvement in the health status of the population.

There are numerous reasons why trainees may not have learnt what has been stated in the course and session objectives. These include:

- The trainer did not set clear session objectives, so it was not clear what s/he was trying to achieve in each session;
- The trainer did not write proper session plans, so sessions were confused and illogical. Moreover, important learning points were missed when the trainer forgot what to say;
- The trainer did not use participative training methods and approaches - the trainees were not actively involved in the session, so they could not remember many of the learning points;
- The trainer did not use appropriate training methods. For example, s/he wrote key points on the flip-chart with illiterate trainees;
- The content of the session was not pitched at the correct level, because the trainer had not carried out a TNA and thus did not know what the trainees learning needs were. The course may have been too complicated or too simple;
- The trainer did not attend a Training of Trainers course and so s/he did not know how to plan lessons, use participative training methods or how to facilitate effectively;
- There were not enough animals and equipment, so the trainees were not able to practice new skills adequately;
- The course was run through a translator, but the translation was not properly organized and many important points were lost in the translation process.

Courses are rarely perfect and there is always room for improvement. Evaluating the course provides invaluable information on how the training can be made more effective and should form an integral part of the training cycle.

**After the Course with CAHWS**

When the CAHWs have been working for some time – around three months – the trainer can again assess their skills and knowledge. The assessment should be carried out in a structured and methodical manner, with each CAHW being asked the same questions.

The assessment needs to be carefully prepared, so that the information gathered can feed directly into modifying future courses and designing a refresher training. Key questions related to medicines and dose rates, diseases and control strategies can be asked, as well as certain skills, such as the way the CAHW handles animals. The evaluation process can also be seen as an opportunity to answer any queries CAHWs may have and provide some informal refresher training.
After the Course with the Community

The evaluation can be carried out by holding a general meeting with the community to discuss how well the CAHWs are working, as well as by talking to individual livestock keepers who have worked with the CAHWs. The evaluation should take place three to six months after the course. It is important that the evaluation is not seen as a personal criticism of the CAHWs. The evaluation is an assessment of whether or not the CAHWs were given all the skills and knowledge they need to carry out their work and provide an animal health service to meet the needs of the community. Of course, any comments made by the community on the behaviour, actions or competence of individual CAHWs should be noted and addressed in a discussion with the community. Example of issues that could be discussed with individual livestock keepers include:

- What prices the CAHW is charging for her/his services;
- What medicines are being used to treat which diseases;
- Whether or not the livestock keeper feels that the CAHW is able to provide satisfactory animal health services that helps to address important livestock problems. Again, the evaluation of training with the community should be carried out in a structured manner, with the same questions being asked of a representative group of people (e.g. women, men, wealthy, poor, young, elders).
Do you understand thoroughly what objective your training is expected to achieve?

Do you understand which institutional constraints might make the training ineffective?

Have you formulated the general and specific objectives as precisely as possible?

Do you know the background of the participants?

Do you know what they are expecting to learn from the course?

Have you ensured that proper arrangements are made for accommodation and the use of facilities during the course?

Have the field sites been chosen with the agreement of local people?

Is there clarity about the nature of the follow-up likely in the field sites?

Have transport, accommodation and food arrangements been made for the fieldwork?

Have you and the requesting organization agreed what type of documentation will be expected at the end of the course?

Have you designed your course programme adequately and made possible contingency plans?

Have you thought carefully about how best to plan the first session?

Have you carefully planned the type and timing of evaluation as part of the training?

Have you tried to fulfill as many conditions for sustained impact of the training as possible?
The following is also a checklist of key points for effective training:

- *Does the course curriculum cover the topics the CAHWs need to know in order to do their work? Are these in line with government regulations and policy on drug use and livestock disease control? Do they meet the needs of the community for animal health services, as agreed in the planning meetings with the community?*

- *Have you framed your course within local understanding and experience, and have you incorporated indigenous veterinary knowledge and the use of local names for diseases?*

- *Have you incorporated participative training techniques, especially those that can be used with illiterate people? Avoid lecturing and too much emphasis on writing on blackboards. Make the course as practical as possible. Use a variety of techniques that encourage discussion and analysis.*

- *Is the course pitched at the right level for the existing knowledge and skills of the CAHWs?*

- *Do the sessions follow a logical sequence? Does one session build on another?*

- *Have you planned each session in detail, including session objectives, timing of sessions, methodology and key learning points?*

- *Have you scheduled plenty of time in the session plans for trainees to practice their new skills?*

- *Have you organized enough training materials for everyone to practice, including animals, medicines and equipment?*

- *Have you prepared appropriate training and visual aids to help reinforce key learning points?*

- *Have you organized the logistics of the course - training venue, meals, transport, accommodation, trainer costs and certificates?*