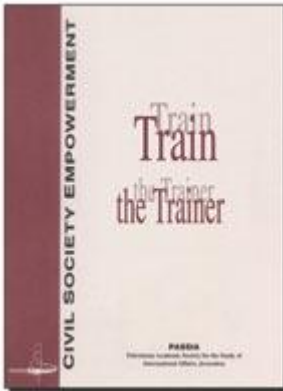


7- Training Styles and Techniques



Training cannot and should not be viewed in isolation of the prevailing broader context in which trainees work. It should not be defined through the instruments used, but through its goal to enhance the capability of people and institutions to improve their competence, problem-solving skills, the efficient and effective use of existing potential and capacities, and the creation of new potential. It requires an enabling environment and nurturing conditions. To develop effective and realistic training aimed at improving the performance of staff and NGOs, training will take into account the following principles:

1. Training is about complex learning, adaptation and attitudinal change at the individual, group and organizational levels. People at these levels have to assume new responsibilities and slowly devise new collective solutions to common problems. Individuals, groups and organizations should enhance their abilities to identify and meet development challenges on a sustainable basis.
2. Training should be process-oriented and context sensitive. Some strategies and approaches might be appropriate in one setting but not in other settings.
3. Training should not be seen as an end in itself. It must be part of other processes of community and organizational development and organizational learning and practice.

Banking Education and Training [1]	Liberating Education and Training
Training is seen as the solution to all or most organizational performance issues. Training is seen as an event.	Capacity building and transformation are seen holistically, are individual and collective, and have technical, social, political (non-partisan) and organizational dimensions. Training is an on-going process.
People are brought into a training center that is centrally located.	The program goes out to the people. Capacity building is focused on and generated where people are working.
Packaged and prescribed modules and materials. The "recipe" approach to training.	Tailor made training. Learner generated materials. Priority themes and materials come out of a process.
Transmission of knowledge ... learn what is done else-where or by someone else, and we imitate or adapt that.	Creation of knowledge... we learn from our own experiences as well as from others. We put together many perspectives and jointly create something that has meaning to our work and reality, and the future we want.
Domestication and conforming to a pattern or generally acceptable behavior, authoritarian relationships based on control and domination.	Liberation and the creation of relationships that are based on equity and horizontality. Partnerships are based on mutual respect, equality, mutual support and appreciation.
Banking education... those who know deposit knowledge into the heads of those who do not know. Education is done by experts and instructors, the process is teaching and teacher centered.	Expertise is in the group, everyone is teacher and learner... We are facilitators of a collective learning process which is participant centered.
Training comes from a needs assessment and a list of our weaknesses. Attention is given predominately to the preparations for the training session and the "delivery" of the training session.	Training comes from a vision of what we want to create or build, and an analysis of vulnerabilities and capacities. Attention to adequate preparations and training is important, but we identify and pay attention to what is needed to follow-up on

	the training and put into practice what is learned (systems, policies, decisions) from the beginning.
Focuses on symptoms, appearances, deficiencies - "what is wrong?"	Focuses on how things are, and why. How we want things to be, and what are our capabilities and vulnerabilities in getting there? Builds on what people have and know.
The motivation for training comes because of donor requirements. It is a reward or punishment. Donors decide what is to be taught based on what they need to satisfy the system "upwards." Accountability is to the next levels of hierarchy.	Motivation for Capacity Building comes from a vision and ethic of betterness... the world expects and needs more of us technically, ethically and programmatically. We are accountable to people all along the "aid chain," but principally to the people for whom our organizations exist, the marginal population and the extreme poor.
People are seen and referred to as beneficiaries, target groups, recipients of training, students, trainees... objects of programs. People serve the needs of the program and organizational interests.	People are authentic partners in search for a better tomorrow and change... subjects with rights, actors and authors of their own development and transformation. Programs and organizations serve the needs of people.
The challenge is principally to build up individual skills, knowledge and attitudes. People return alone to the same work reality with little sources of support to put into practice what was learned. Sources of support and follow-up, if they exist at all, come from technical expertise far from the work place.	The challenge is building up individual and collective skills, knowledge, attitudes and approaches...we seek to change mental models, systems and structures. Groups of people participate and share what was learned. We want to form a community of learning and practice across organizations. Sources of support come from fellow participants as well as other expertise.
What do people remember? 10% of what they hear, 20% of what they hear and see, 40-60% of what they hear, see and do. So, trainer talks, shows, while participants listen and do.	What do people remember? 80-100% of what they discover on their own, so facilitator sets up conditions for individual and group discovery.
Experts are the primary source of knowledge.	Expertise is found among many.