

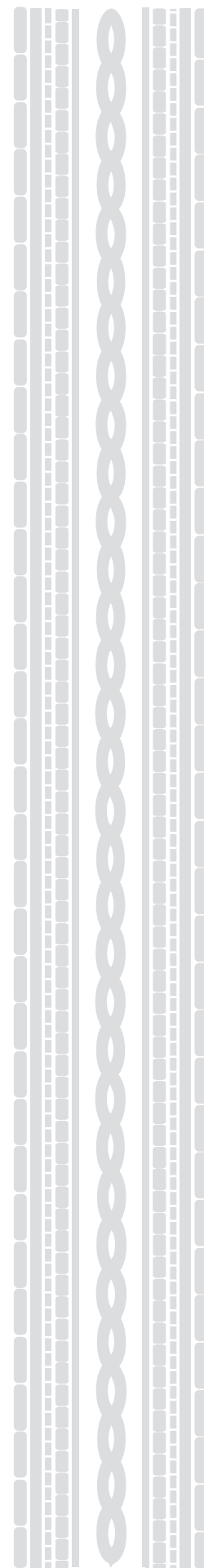
## BOOKLET #2

# TRAINING DESIGNS FOR VARIOUS AUDIENCES

In the Peace Corps' efforts to institutionalize Gender and Development concepts and related skills throughout the Peace Corps, training programs have been offered to persons carrying out various functions within the organization and those with whom the Peace Corps works in each country. This training has occurred in Headquarters as well as in the field.

In this booklet, eight different training situations are addressed in the following ways: background on who the participants are, overview of the depth of knowledge and skills needed, sample schedules, model sessions used, adaptations that have been made, and field insights that may be helpful.

As many of the training designs use the same model session plans, the session plans have been placed in separate booklets. Each training design lists the sessions referenced with an indication of which booklet the sessions are in.



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# TRAINING DESIGNS FOR VARIOUS AUDIENCES

## OVERVIEW

In the Peace Corps' efforts to institutionalize Gender and Development (GAD) concepts and related skills throughout the Peace Corps, training programs have been offered to persons carrying out various functions both within the organization and with counterparts with whom the Peace Corps works in each country. This training has occurred in headquarters as well as in the field. Field training has piggy-backed on existing conferences and workshops as well as being specifically planned training events.

In this booklet, eight different training situations are discussed. They are:

- #1. Participants in Overseas Staff Development**
- #2. Technical Specialists and Operations Personnel**
- #3. Policy-Level Staff**
- #4. Training of Trainers for Field Training Resource Personnel**
- #5. APCDs and their Agency or Non-Government Organization (NGO) Counterparts**
- #6. Volunteers in Pre-Service Training**
- #7. Volunteers and their Host Country Counterparts in In-Service Training**
- #8. Volunteers and their Host Country Counterparts attending Small Project Assistance (SPA) Project Design and Management Workshops**

For each audience, the following topics are addressed:

**BACKGROUND:** Who are the participants and what have been Peace Corps' experiences with providing GAD training to them in the past?

**OVERVIEW:** What depth of knowledge and skills about GAD are related to their job requirements? How have those been addressed through different types of training designs?

**SAMPLE SCHEDULES:** What actual training schedules have been followed?

**MODEL SESSION PLANS:** Which of the model session plans have been used for their training? Reference is made to which booklet contains the sessions mentioned.

**ADAPTATIONS:** How have model session plans been adapted through use in the field? What other sessions have been added or substituted?

**FIELD INSIGHTS:** Which of the documented field insights are particularly relevant to these participants? Where are the insights located?

# #1 TRAINING DESIGNS FOR OVERSEAS STAFF TRAINING

## BACKGROUND

All managers and programming and training personnel who attend Overseas Staff Training (OST) should be introduced to Gender and Development (GAD) and Participatory Analysis for Community Action (PACA) methodologies. These participants include newly hired Americans, such as Country Directors (CDs), Programming and Training Officers (PTOs), and programming sector specialists, Associate Peace Corps Directors (APCDs). At least half of each training group is composed of host country national staff, usually sector specialists working as APCDs.

## OVERVIEW

Overseas Staff Training is a Washington-based, four-week staff development program. It is a critical point for the Peace Corps to incorporate a gender approach as an integral part of its programming philosophy.

The depth of knowledge and skills in Gender and Development as related to job requirements of participants in OST varies. Additionally, many people take a particular interest in GAD concepts and want to learn more to satisfy those interests.

The items checked on the charts indicate the job-related need-to-know as contrasted with items staff may wish to know.

**Depth of Knowledge/Skills for Country Directors as Related to their Job Responsibilities**

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Knowledge of selecting, using, and analyzing data gained from gender analysis tools
- 4. Knowledge of application of findings of gender analysis
- 5. Knowledge of identifying gender issues in monitoring and evaluation
- 6. Knowledge of reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

**Depth of Knowledge/Skills for APCDs or PTOs as Related to their Job Responsibilities**

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Skill in application of findings of gender analysis
- 5. Skill in identifying gender issues in monitoring and evaluation
- 6. Skill in reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

During the first two weeks of Overseas Staff Training, there are several opportunities to include concepts, build skills, and reinforce the importance of taking gender into consideration in designing and implementing sustainable development projects.

**Week 1** typically includes several sessions on development. Usually there is a guest speaker from another development agency and a Peace Corps staff response. Periodically the speaker

chosen addresses women in development specifically, and there is an opportunity for the WID Coordinator to discuss how women are included in Peace Corps projects. There are several readings in the OST workbook, and a recommended one specifically on Gender and Development and PACA should be added. There are also suggested discussion questions for meetings with regional personnel; specific questions related to gender and development are included. (See Booklet #7)

The focus of **Week 2** is the Peace Corps' programming and training system, PATS. Gender analysis is introduced through the video, *Gender Analysis – Strengthening Winrock Projects*. In the training segment “Improving Project Participation” PACA is introduced. Training participants have a chance to engage in the community mapping exercise by gender groups using the training site as the focus of their map. The debriefing session of their own maps can include following the training design process from needs assessment through the development of purpose, goals, objectives and milestones, based on information generated on the map. (See Field Insight, Booklet #8, Mapping Training Site Introduces PACA.) A gallery of photos and actual PACA tools produced in the field usually accompany this hands-on training.

Questions related to gender analysis can be added to the various exercises the participants engage in throughout the week, such as in the project plan reviews and monitoring steps. Sample questions are included in Booklet #7.

## MODEL SESSION

Improving Project Participation (OST trainer guides)

## FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Variations on Community Mapping for PST Staff, Trainees, IST – Guinea Bissau, Cape Verde, Albania
- Seasonal Calendar Format Used for PST Calendar of Training Events – Guinea Bissau
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Developed and Refined from Community Map – Guinea Bissau

# #2 TRAINING DESIGNS FOR TECHNICAL SPECIALISTS AND OPERATIONS PERSONNEL

## BACKGROUND

Training for technical specialists can include sector, programming, and training personnel in the Office of Training and Program Support (OTAPS) and in the Regional Offices at headquarters. Overseas it encompasses Program and Training Officers (PTOs), regional training coordinators and local site training managers, and trainers. Operations personnel can include desk units, data and accounting personnel in headquarters, as well as administrative personnel overseas.

## OVERVIEW

The depth of knowledge and skills in Gender and Development (GAD) as related to job requirements of each group varies. It is important for programming and training personnel to understand the concepts of GAD and Participatory Analysis for Community Action (PACA), and also to be able to use them. Operational personnel's knowledge of these development approaches allows them to be supportive and helpful to those specialists they work with. Additionally, many people take a particular interest in GAD concepts and want to learn more to satisfy those interests.

The items checked on the charts indicate the job-related need-to-know as contrasted with items staff may wish to know.

### Depth of Knowledge/Skills for Operations Personnel as Related to Job Responsibilities

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Knowledge about selecting, using, and analyzing data gained from gender analysis tools
- 4. Knowledge of application of findings of gender analysis
- 5. Skill in identifying gender issues in monitoring and evaluation
- 6. Knowledge of reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

### Depth of Knowledge/Skills for Technical Specialists as Related to Job Responsibilities

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Skill in application of findings of gender analysis
- 5. Skill in identifying gender issues in monitoring and evaluation
- 6. Skill in reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

Training designs for this group vary from an overview of major concepts to multiple-day programs that provide more experience working with the materials.

The briefest training design is a one-day schedule. The three examples provide differing amounts of background and application. Schedule A focuses on what the Peace Corps is already doing to encourage women's participation in projects and obstacles to that participation. Several different gender analysis techniques are then explored. There is a short experience role-playing a PACA tool.

Schedule B provides a more integrated look at a systems approach and how the analysis tools can be useful. It uses a classroom experience in PACA. It can be facilitated by one trainer.

Schedule C uses a lead facilitator and two previously trained facilitators to do the PACA practice, as three groups work simultaneously. The PACA practice can be done at a training site but is not necessarily confined to the classroom.

A two-day training design, such as Schedule D, can provide more in-depth work with Contextual Analysis and the Gender Information Framework, focusing more specifically on Peace Corps programming. It does not include any "hands-on" work with PACA. However, it could include classroom practice with one tool and then a discussion of the others, as in Schedule B. It provides a longer period for application of the concepts introduced.

For related training designs that include field practice with PACA, see section #5: Training Designs for APCDs and Agency or NGO Counterparts.

## SAMPLE SCHEDULES

### SAMPLE SCHEDULE A

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#### One-Day GAD/PACA Training (Awareness Program)

- 8:30** Welcome and Introductions
- 8:45** Participant Introductions and Overview:  
What is already happening within sectors and regions which addresses host country women's participation in projects?  
(five minute reports from sector and regional representatives)
- 9:15** What are the problems/issues with host country women's participation in projects? (Brainstorm list and post)
- 9:30** WID, GAD, and PACA (include Winrock tape)
- 10:15** Break
- 11:00** Contextual Analysis
- 12:00** Lunch
- 1:00** Participatory Analysis for Community Action  
Gender Information Framework, Seasonal Calendars and Daily Schedules – case study  
Needs Assessment and Pairwise Ranking – role playing  
Application of Information to a Project
- 3:30** PACA Gallery
- 4:30** Evaluation of Workshop  
Closure

**SAMPLE SCHEDULE B**

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**One-Day GAD/PACA Workshop**  
(Classroom-Based Experience with PACA)**Morning session 9:30-12:00 pm**

- 9:30** Welcome and Introductions  
What is Development?  
Overview of training
- 10:00** Introduction to a Systems Approach  
a) Case study  
b) Family as a System
- 10:30** Break
- 10:40** Introduction to a Systems Approach (continued)  
c) Concept of Work  
d) Contextual Analysis  
e) Gender Information Framework
- 12:00** Lunch

**Afternoon session 1:30 - 4:00 pm**

- 1:30** Introduction to PACA  
(through mapping or daily activities experience)
- 2:15** Break
- 2:30** Key Elements of PACA  
Overview of Tools
- 3:15** Summary and Application
- 4:00** Dismissal

**SAMPLE SCHEDULE C**

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**One-Day GAD/PACA Workshop**  
(Field-Based Experience with PACA)**PART I**

- 8:30 am** Welcome and general orientation  
Review of objectives, agenda, expectations  
Participant introductions  
Realities of women's participation in projects  
WID and GAD approaches to development  
Gender Analysis

**10:30 am** Break

**PART II**

- 10:45 am** PACA  
Practice (three groups, one each tool)  
Presentation of results



- 1:00 pm** Lunch
- 2:00 pm** Recommendations for planning projects
- 3:00 pm** Break

**PART III**

- 3:15 pm** Future applications  
Evaluation and closure

**SAMPLE SCHEDULE D**

**Two-Day GAD Workshop**  
(Classroom-Based Exposure to PACA)

**DAY 1**

- 9:00 am** Welcome and Introductions  
WID, GAD, and PACA
- 10:30 am** Break
- 10:45 am** Gender Analysis Tools  
(1) Contextual Analysis
- 12:30 pm** Lunch
- 2:00 pm** Gender Analysis Tools  
(2) Gender Information Framework
- 5:00 pm** Closure for Day

**DAY 2**

- 9:00 am** Gender Analysis Tools  
(3) Participatory Analysis for Community Action - PACA Gallery
- 10:30 am** Break
- 10:45 am** Implications and Use of Tools
- 12:30 pm** Lunch
- 2:00 pm** Applications:  
Working Groups for Training and Programming
- 4:00 pm** Report out of group work
- 4:45 pm** Summary and evaluation

**MODEL SESSIONS**

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)

- Experiential Introduction to PACA (Booklet #3)
- PACA Gallery (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Application to Programming and Training (Booklet #7)
- Action Planning (Booklet #7)

## FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Activity Helps Trainees Learn Analysis Tools for Studying Own Project – Paraguay
- Variations on Community Mapping for PST Staff, Trainees, IST – Guinea Bissau, Cape Verde, Albania
- Work Site Mapping Identifies Centers of Power – Ecuador
- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Needs Developed and Refined from Community Map – Guinea Bissau
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Assessment Tool: Suggestions and Alternatives for Use in Communities – Paraguay

# TRAINING DESIGN FOR #3

## POLICY-LEVEL STAFF

### BACKGROUND

It is important to ensure that policy-level staff understand and support the integration of Gender and Development (GAD) into the Peace Corps' programming and training. Their support is critical for resource allocation decisions.

Country Directors, sub-regional programming and training staff, Program and Training Officers, and training directors or officers are those in the field who should receive training. Where possible, their training can be attached to other regional events.

Training is provided at headquarters to senior-level staff and regional programming and training administrators.

### OVERVIEW

Based on the lessons learned from initial training of policy makers, a three-day or even two-day training program is not necessary for staff at that level. For their job responsibilities, the depth of knowledge they need can be provided through a shorter schedule. What is most critical is that they understand the importance of gender analysis for project success, are introduced to some of the tools and how they can be used, and see the power and depth of information gained through participatory methodologies. The connection between GAD concepts and methodologies and Peace Corps' development philosophy can be made in a half-day or one-day program.

<b>Depth of Knowledge/Skills as Related to Job Requirements</b>	
<input checked="" type="checkbox"/>	1. Awareness
<input type="checkbox"/>	2. Commitment: motivation, finances, resource people
<input checked="" type="checkbox"/>	3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
<input checked="" type="checkbox"/>	4. Knowledge about or skill in application of findings of gender analysis
<input checked="" type="checkbox"/>	5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
<input type="checkbox"/>	6. Knowledge about or skill in reporting lessons learned
<input type="checkbox"/>	7. Skill in training others in GAD and gender analysis skills

The half-day schedule is very intense, but covers all of the topics. A full day provides opportunity to experience one gender analysis technique in more depth. If project revision or programming activities would benefit by managers gaining skills in contextual analysis more than PACA, the early afternoon session can concentrate on that analysis, with PACA introduced through a gallery walk.

## SAMPLE SCHEDULES

### SAMPLE SCHEDULE A

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#### **One-half Day GAD/PACA Training** (Awareness Program)

- 9:00 am** Welcome and introductions  
Overview of training
- 9:30 am** WID, GAD, and PACA
- 10:00 am** Introduction to A Systems Approach
  - a) Case Study
  - b) Family as a Culturally Defined System
- 10:45 am** Break
- 11:00 am** Introduction to A Systems Approach (continued)
  - c) Concept of Work
  - d) Contextual Analysis
  - e) Gender Information Framework
- 12:00** PACA Gallery
- 12:45 pm** Evaluation and Closure

### SAMPLE SCHEDULE B

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#### **One-Day GAD/PACA Workshop** (Classroom-Based Experience with PACA)

#### **Morning session 9:30-12:00 pm**

- 9:30** Welcome and Introductions  
What is Development?  
Overview of training
- 10:00** Introduction to a Family Systems Approach
  - a) Case study
  - b) Family as a System
- 10:30** Break
- 10:40** Introduction to a Family Systems Approach (continued)
  - c) Concept of Work
  - d) Contextual Analysis
  - e) Gender Information Framework
- 12:00** Lunch

#### **Afternoon session 1:30 - 4:00 pm**

- 1:30** Introduction to PACA  
(through mapping or daily activities experience)
- 2:15** Break

- 2:30** Key Elements of PACA  
Overview of Tools
- 3:15** Summary and Application
- 4:00** Dismissal

## MODEL SESSIONS

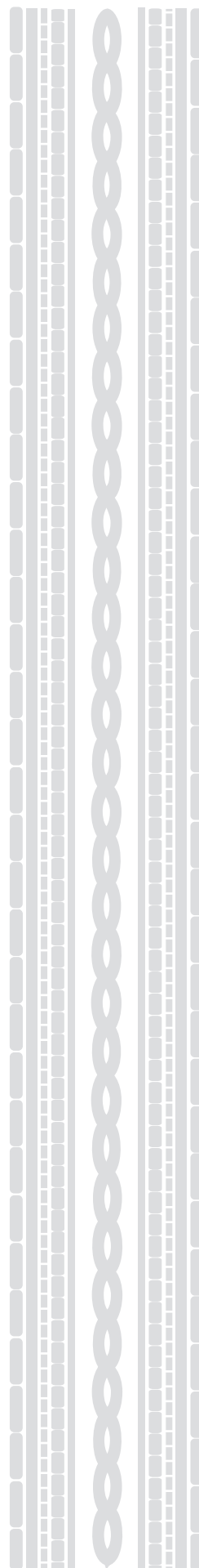
The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- PACA Gallery (Booklet #3)
- Contextual Analysis (Booklet #3)
- Community Mapping (Booklet #5)

## FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger
- Rural and Urban Differences in Perceived Needs of Women – Albania
- TEFL and SBD Community Needs Assessment: Reaching Consensus – Lithuania



# #4 TRAINING OF TRAINERS FOR FIELD TRAINING RESOURCE PERSONNEL

## BACKGROUND

Training of trainers for field resources happens in several ways. For pilot projects, a training of trainers (TOT) may be held in one country for the trainers from all other participating countries. The Gender and Development (GAD) project encourages the identification of local trainers who will not rotate out of the country as American Peace Corps staff does. Trainers may be Americans living in the country permanently, other expatriates, or host country personnel. Selecting people who will remain in the country provides the most sustainability of training resources.

Training of additional trainers can take place in conjunction with a training program. Skilled trainers can work with experienced GAD and Participatory Analysis for Community Action (PACA) trainers to co-present, thus learning the materials and receiving feedback on their training while providing a service.

Training of pre-service training (PST) staffs is a different kind of training event. This type of training of trainers is provided when the Trainees will be working in community development, rural development, or education (Community Content-Based Instruction, CCBI), or any program heavily involved in extension work. The purpose of the GAD or PACA training of trainers is to provide the majority of the PST training staff with knowledge and skills that can be integrated into their training program. The GAD or PACA training event should include the training director, Associate Peace Corps Directors (APCDs), technical trainers, language coordinator (and some language trainers, if possible), and the cross-cultural coordinator. Others who might attend would be host country nationals assisting with community portions of the training program.

## OVERVIEW

The trainers being trained as local resources for any needed training event come to the workshop to learn about the GAD and PACA approaches, experience the materials, and take resources back to their countries. This training should enable them to design and deliver GAD and PACA training programs, integrate these approaches into PSTs, and deliver in-service trainings (ISTs), as requested. Their training, Schedule A, is a seven-day training program. It is sufficient for covering the content but does not give much opportunity for practice, except for the field work.

For the PST staffs, a GAD or PACA training of trainers takes place approximately a month before the TOT for the entire training staff is held.

Their model schedule, Schedule B, is longer and has other benefits. It is designed to build a feeling of community among the participants, focus on strengths, and provide many opportunities to participate. These goals are important if the staff is going to continue to work together and if those are goals they will be trying to meet in their own program. There is also time built in for integration of PACA materials into components and the PST programs as well, even though the total PST staff is not present. The staff members who receive training are responsible for sharing that training with the other staff members in their own PST TOT.

**Depth of Knowledge/Skills  
as Related to Job Requirements**

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Knowledge about or skill in application of findings of gender analysis
- 5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
- 6. Knowledge about or skill in reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

## SAMPLE SCHEDULES

### SAMPLE SCHEDULE A

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**GAD Training of Trainers  
to Develop Local Training Resources**

#### DAY 1

Welcome and Introductions  
Getting Acquainted  
Goals of Workshop  
Schedule

Information Sharing from Countries

What is happening nationally about addressing women's needs and gender issues in particular?

What is Peace Corps programming doing about women?

What is Peace Corps training doing about women?

Issues with Host Country Women's Participation in Development Projects  
WID, GAD, and PACA (includes Winrock video)  
Contextual Analysis

#### DAY 2

Introduction to a Systems Approach  
Gender Information Framework with Project Work  
Introduction to Participatory Analysis for Community Action (PACA)  
(Included skills practice in interviewing)

#### DAY 3

Participatory Analysis Tools:  
(1) Community Mapping  
(2) Needs Assessment and Priority Ranking

(3) Seasonal Calendar

(4) Daily Activities

Logistics and Preparation for Community Field Work

#### **DAY 4**

Community Field Work

#### **DAY 5**

Debrief of Community Field Work

PM: Cultural field trip or free time

#### **DAY 6**

Debrief of Community Field Work, continued

GAD Learnings and Techniques Applied to Peace Corps Programming and Training

#### **DAY 7**

Putting the Pieces Together

GAD Materials and Resources

- Sample Training Schedules
- Resources
- Action Planning by Country Groups
- Questions and Discussion of Unresolved Issues

Noon: Evaluation and Closure of Workshop

Evening: Group Dinner and Folklore Program

### **SAMPLE SCHEDULE B**

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#### **GAD and PACA TOT for PST Staffs**

#### **DAY 1**

PM: Opening of Training  
Welcome  
PACA for Ourselves: Building a Training Community

Evening: Opening reception

#### **DAY 2**

What is a Community? How does one work?

Introduction to a Systems Approach

Learning About Community

Observation, Interviewing, Facilitation

Community Mapping Tool

#### **DAY 3**

Daily Activities Tool

Seasonal Calendar Tool

Needs Assessment and Priority Ranking Tool

Preparation for Community Field Work



**DAY 4**

Community Field Work

**DAY 5**

Debrief of Community Field Work

**DAY 6**

Free day with optional planned activity during morning or afternoon

PM: TOT trainers meet with APCDs, Training Directors, Community Development Technical Trainers to discuss new Community Development Projects in relation to PACA philosophy and methodology, and implications for PST.

**DAY 7**

Panel Discussion on Burning PACA Questions

Country Briefings on new Community Development Programs (salient programming points and parameters from Day 6 meeting)

PACA in PST: Visioning Activity

Work groups by PST staff roles: PACA applications specific to language, cross-cultural, technical, administrative components

Integrated Training Team Planning by Country PST staffs

**DAY 8**

Integrated Training Team Planning (continued)

Final Reflections and Evaluation of Workshop

Farewell Dinner

**MODEL SESSIONS**

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Skills Sessions: Observation (Booklet #4)
- Interviewing (Booklet #4)
- Facilitation (Booklet #4)
- Community Mapping (Booklet #5)
- Daily Activities (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)

## ADAPTATIONS

In a PACA TOT for PST staffs from Guinea Bissau and Cape Verde, model session plans were followed as closely as possible because the PST staffs would be using the PACA Manuals for their training. Nevertheless, for the sake of time and to encourage maximum participation, a number of adaptations were made to session presentations. Descriptions of some of them follow.

### **PACA FOR OURSELVES: BUILDING A TRAINING COMMUNITY**

After an icebreaker exercise, participants divided into five sub-groups and completed a task which highlighted the skills, talents, and experiences of the trainers. Afterwards, the trainer used the resources activity (content and process) to introduce PACA and highlight key elements of the methodology that had already been modeled. (See Field Insight, “PACA for Ourselves: Team Building and Introduction of Staff,” Booklet #8)

### **INTERVIEWING, OBSERVATION, AND FACILITATION SKILLS**

Since time was at a premium, concentration of most of the session was on facilitation skill practice after brief reviews of interviewing and observation. For the section on working with difficult people, a fishbowl configuration was used in which six people discussed a controversial topic while the rest of the participants observed. Considering that several of the participants were inexperienced trainers, this session was helpful for not only for the work needed in the PACA TOT, but for their overall professional development and readiness to work in PST. The hands-on practice gave people a common vocabulary to use for the rest of the workshop, as well as a good grasp of the rationale and use of questioning, paraphrasing, and summarizing skills. (See Field Insight, “Skills Review for Training Staff,” Booklet #8)

### **COMMUNITY MAPPING**

Maps were done by PST country staffs of their own training centers, by gender when possible, and by host country and Returned Peace Corps Volunteers (RPCVs) when not. Several important objectives were met during this session beyond learning the mapping technique, including training staff perceptions of their own working environment. (See Field Insight, “Variations on Community Mapping,” Booklet #8)

### **NEEDS ASSESSMENT AND PRIORITY RANKING**

To demonstrate the technique of paired ranking, information was used from the community mapping session. A helpful step that was added to the session was to outline the distinction among four terms—problem, cause, need and action—and then to have the group restate their needs in action terms. For example: problem—no water; cause—lack of well; need—well; action—dig a well. (See Field Insight, “Developing and Refining Needs Based on Community Map,” Booklet #8)

### **PANEL DISCUSSION: BURNING QUESTIONS ABOUT PACA**

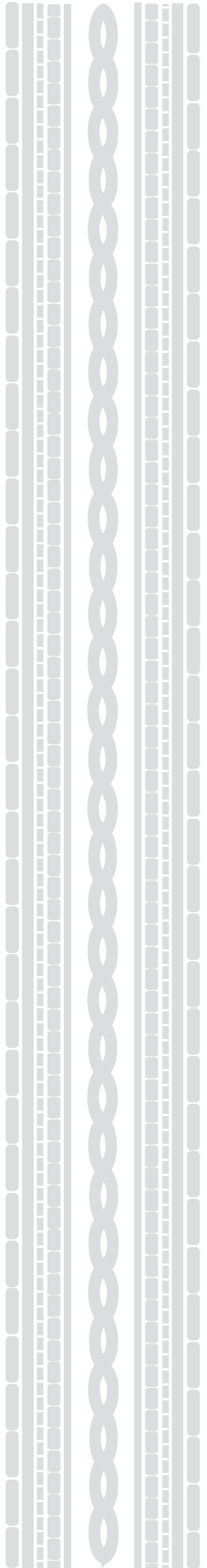
This activity was not originally on the schedule but was added to address pending issues and unanswered questions about PACA. Participants formed small groups to discuss and select their two or three most important questions to pose to a panel comprised of five colleagues. The panelists responded to participants’ concerns and explored additional dimensions of PACA and systems analysis. This activity was well-timed and helped participants gain perspective and place into context their learning and experiences from the first week of the TOT.

## **PACA IN PST: VISIONING ACTIVITY**

In this activity the PST staffs tried to envision what they wanted the Volunteers to be able to do (related to PACA) at the end of PST. This activity helped the staffs consider realistically what could be learned during the training period and focus on the foundation and essential skills.

## **FIELD INSIGHTS**

All field insights should be reviewed prior to the TOT, and insights most pertinent to the work of the trainers identified. As many of the insights are in the PACA Manual, providing copies of the additional ones contained in Booklet #8 might be useful.



# #5 TRAINING DESIGNS FOR APCDS AND THEIR AGENCY OR NGO COUNTERPARTS

## BACKGROUND

Associate Peace Corps Directors (APCDs) are the American and host country national programming personnel in the field. Often they are highly trained sector specialists. Many host country national APCDs have worked for the Peace Corps for ten years or more. APCDs work with Ministry and other government personnel to develop, monitor, and modify the development projects to which Volunteers are assigned. Their counterparts are often Ministry or government personnel, or officials of non-governmental organizations (NGOs).

## OVERVIEW

APCDs and their agency or NGO counterparts are in critical jobs to integrate a GAD approach into Peace Corps' projects. As definers, refiners, and monitors of Peace Corps' development programming, their knowledge about the potential impact of culturally defined roles of men and women, girls and boys, is paramount to any project's success. Their skills in using appropriate gender analysis tools to determine the relevant constraints and opportunities are essential.

Depth of Knowledge/Skills as Related to Job Requirements	
<input checked="" type="checkbox"/>	1. Awareness
<input checked="" type="checkbox"/>	2. Commitment: motivation, finances, resource people
<input checked="" type="checkbox"/>	3. Skill in selecting, using, and analyzing data gained from gender analysis tools
<input checked="" type="checkbox"/>	4. Skill in application of findings of gender analysis
<input checked="" type="checkbox"/>	5. Skill in identifying gender issues in monitoring and evaluation
<input checked="" type="checkbox"/>	6. Skill in reporting lessons learned
<input type="checkbox"/>	7. Skill in training others in GAD and gender analysis skills

Because this audience needs skills as well as knowledge, training programs are longer in order to provide skills practice.

Schedule A is a four-day program which includes a half-day of field work. To meet this schedule, the field work site must be within 30-45 minutes of the training site. It is a very tight schedule as it contains practice with three PACA tools, the Gender Information Framework, working to reconcile different lists of needs, and analysis of gender issues in potential projects. It offers the participants a large volume of information as well as various tools and methodologies. This content is better paced in a five-day schedule but few APCDs or agency and NGO counterparts can devote one full week to training.

Schedule B is a three-day module which includes field work and practice with one tool. In this program, participants learn and practice only one PACA tool in the field. Half of the group does seasonal calendars and half does community mapping. Both techniques are used simultaneously in the communities so their exposure to the second technique is in the community discussion and the training classroom debriefing. Prioritizing of needs takes place in the classroom. Though short and very intense, this training program does provide participants with first-hand experience in the community, which is a very powerful and convincing activity.

For related training designs, see section #7: In-Service Training.

## **SAMPLE SCHEDULES**

### **SAMPLE SCHEDULE A**

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#### **Four-Day GAD/PACA Workshop** (Field-Based Experience with PACA)

##### **DAY 1**

Welcome and Introductions  
 Overview of Gender and Development  
 Introduction to a Systems Approach  
 Introduction to PACA: Participatory Analysis for Community Action

##### **DAY 2**

Participatory Tools: Community Mapping  
 Seasonal Calendars  
 Preparation for Community Field Work  
 Presentation of Community Field Work Plan

##### **DAY 3**

Field work (1/2-day): Community Mapping and Seasonal Calendars  
 Debrief of Community Field Work:  
 a) Descriptions  
 b) Gender Analysis

##### **DAY 4**

Debrief of Field Work (continued):  
 c) Participatory Tool: Needs Assessment and Priority Rankings  
 d) Evaluation  
 Participatory Analysis of Potential Activities or Projects  
 Application and Action Planning  
 Presentation of Plans  
 Evaluation and Closure

## SAMPLE SCHEDULE B

---

### Three-Day GAD/PACA Workshop (Field-Based Experience with PACA)

#### DAY 1

Systems Analysis and Contextual Analysis  
 WID and GAD  
 Gender Information Framework (short case study)  
 Introduction to PACA (through sociodrama)  
 Explanation of field work  
 Group work by field site teams (demonstration, discussion, preparation):  
     Seasonal Calendars  
     Community Mapping

#### DAY 2

AM: Community Field Work  
 PM: Debrief of Community Field Work  
     a) Descriptions  
     b) Gender Analysis

#### DAY 3

Debrief (continued)  
     c) Prioritization of Needs  
 Application of Concepts and Methodologies  
 Next Steps  
 Evaluation and closure

## MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)
- Next Steps (Booklet #7)

## ADAPTATIONS

Ecuador has developed a two-part workshop. A three-day program with field work is held first. Its purpose is to introduce the concepts and methodologies and provide practice in the field. The community mapping, seasonal calendars, and needs assessment tools are trained.

Six months later a two-day follow-up workshop is held. It provides a day of sharing experiences and analyzing the written action plans from the first workshop. The participants report on the activities that they have undertaken since the first workshop and the results they had. In small groups they analyze their experiences with each tool. They share this analysis and suggestions for using each tool with each other. They also learn a new participatory tool.

On the second day they clarify and strategize about issues raised the first day and plan next steps. In their evaluations participants indicate they enjoy the analysis and learning from each other, but it is also important to learn something new, a new technique.

## FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Sociodrama Introduces PACA and Needed Skills – Paraguay
- Daily Activities Reveal Potential Time Conflicts – Ecuador
- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Volunteers Map Business Network Rather Than Geographical Location – Albania
- Seasonal Calendars Reveal High Activity Periods and Needs of Urban Teachers – Turkmenistan
- Relationship of Work of Agriculture and Health Volunteers Is Visualized on Calendar – Niger
- Seasonal Calendar Format Used for Developing a Calendar of Training Events (COTE) – Guinea Bissau
- Two Ways to Rank Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Assessment Differs by Urban and Rural Groups – Albania
- Needs Developed and Refined from Community Map – Guinea Bissau
- TEFL and SBD Community Needs Assessment: Reaching Consensus – Lithuania

# #6 PRE-SERVICE TRAINING DESIGNS FOR VOLUNTEERS

## BACKGROUND

A Gender and Development (GAD) approach to development and Participatory Analysis for Community Action (PACA) methodologies are introduced in pre-service training (PST) training designs throughout the world. They are introduced through the role of the Volunteer in development, community analysis, or non-formal education or extension skills. In education programs they may be introduced as essential tools for Community Content-Based Instruction.

Some community development programs are integrating PACA throughout their training. In order to do this, PACA training of trainers (TOTs) for PST staffs provide the knowledge and skills needed by the various training staff members.

Early experiences with introducing PACA in PST reinforces the need to teach the skills of observation, interviewing, and facilitation, as well as the language of the country in order to use the PACA methodologies effectively.

## OVERVIEW

As a part of their development curriculum, all Trainees should be introduced to concepts of Women in Development (WID), GAD, and PACA philosophy, and a systems approach to development. The concepts are fundamental to all that the Peace Corps attempts to do.

Whether or not all Volunteers need to be able to use PACA methodologies may be subject to discussion. Even if Volunteer assignments do not involve them in developing activities with their communities (community being used in its broadest sense, not only geographical communities), having the skills to conduct participatory activities are important to all: listening, observing, facilitating discussions; helping groups identify their own resources, opportunities, and needs; helping them devise strategies to meet their own needs. These skills are useful in any setting, and these are the skills of PACA methodologies.

### Depth of Knowledge/Skills as Related to Job Requirements for Most Trainees

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Knowledge of application of findings of gender analysis
- 5. Skill in identifying gender issues in monitoring and evaluation
- 6. Knowledge of reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

### Depth of Knowledge/Skills as Related to Job Requirements for Rural or Community Development, Extension Trainees

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Skill in application of findings of gender analysis
- 5. Skill in identifying gender issues in monitoring and evaluation
- 6. Skill in reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills



Ideally, then, all Trainees should leave training with an understanding of the PACA approach, ability to use the tools, and the language and cultural sensitivity to enter a community and begin building a partnership. For some Volunteers, this is more critical than for others: rural or community development Volunteers, and those who do any type of extension work, must gain these skills, sooner or later. Community health, youth, environmental education, and many other projects also make use of these skills. TEFL and other teachers who want to bring the real world of the students into their classroom also need to be familiar with them.

Beyond learning the concepts and philosophy, however, there are specific skills that must be mastered. Some of them can be taught and practiced in English: observation and facilitation of discussion. But over time, Trainees or Volunteers need to be able to listen and facilitate in another language, using methodologies in culturally appropriate ways. This will take time—most Trainees will need to gain the skills and develop the language and cultural competencies over a longer period of time than pre-service training allows.

Nevertheless, the following competencies in GAD and PACA, or skills to use PACA tools effectively, may be possible in pre-service training:

1. To identify reasons a systematic approach to development is crucial to the success of development projects.
2. To identify the components of a family system.
3. To begin to identify culturally determined gender roles and use the Gender Information Framework *as a data recording tool* related to gender roles, rights, and responsibilities.
4. To explain the PACA approach and the role of the Volunteer in it.
5. To observe or assist with a PACA Community Mapping or Seasonal Calendar activity in the site of a current Volunteer or with a counterpart from his or her site.
6. To learn vocabulary to discuss those areas, and learn culturally appropriate topics for individual or group discussions, question construction, and conversational styles. To learn and practice skills in observation, interviewing and group facilitation, in English, and in the target host country language as able.

In pre-service training, a number of the skills can be integrated with language learning and community entry and analysis. **Wherever and whenever possible**, Trainees should **practice** using culturally appropriate approaches to gathering information and facilitating discussions, whether in English or the language they are studying.

The following suggestions indicate how some PACA techniques might be integrated into Pre-Service Training:

1. During Week One or Two:
  - a. Shadow day with host family. Working with this data can be an introduction to the session Introduction to a Systems Approach. (See Field Insight, “Shadow Day Introduces Gender in Pre-Service Training,” Booklet #8).
  - b. The Trainees by gender groups do Community Mapping using the training center, and perhaps its surroundings, as the “community.” This session is used to introduce the PACA philosophy and methodology. (See Field Insights, “Variations on Community Mapping,” Booklet #8)
  - c. Introduce skills practice sessions in interviewing and observation; coordinate with cross-cultural sessions related to getting to know one’s host family.

2. In about Week Four, with language preparation:
  - a. Do a Seasonal Calendar with training center staff, using the local language as much as possible.
  - b. If they haven't done 1.a., above, do it now with training center staff, using the local language as possible. Or, **repeat** the activity of mapping, this time using the local language.
  - c. Introduce facilitation skills practice session, if not previously done.
3. When Trainees receive their job descriptions:
  - a. Introduce the several concepts of "community." Have Trainees identify what their work-related community is. For example, for community development Volunteers, it may be their geographical community as well as already existing groups; for education Volunteers, their school and the community from which their students come; for small business development Volunteers, community may be the business network their clients are involved in.
  - b. Have Trainees explore how mapping or seasonal calendars relate to their jobs. Have them modify or create a technique that would achieve the goals of the PACA process: participation, reflections, ownership, and action. Practice within their training group.
4. During their site visit with an experienced Volunteer, do community mapping with a class in the school, using the local language.
5. If possible, have their counterpart(s) included in the training on participatory processes.

## SAMPLE SCHEDULES

As PST schedules are long and specifically integrated for each post, it is difficult to provide specific sample schedules. However, below are some examples of how a GAD approach and PACA methodologies have been incorporated into some training designs.

### YOUTH DEVELOPMENT AND COMMUNITY HEALTH VOLUNTEERS

Eight half-day sessions on GAD, PACA, and assets approaches are presented in conjunction with home stays, community assessment practice, and on-the-job experiential technical training at institutions similar to ones where they will eventually be assigned.

### ENVIRONMENT VOLUNTEERS

After three weeks of orientation and technical training, integrated language, cross-cultural, and community analysis sessions are trained and practiced. Further practice comes during visits to agro-forestry sites and their own site visit, which follows this part of the PST training.

### EDUCATION VOLUNTEERS

The technical training goals for mathematics, science, and geography teachers for secondary schools are:

1. View education as a means of development and the teacher's role as a facilitator of development.

2. Use the issues and environment of their school communities as a context for problems and investigations in their subject areas.
3. Be sensitive to gender issues and provide classroom experiences sensitive to the issues of girls' education.
4. Develop lessons that meet the needs of all learners.

In order to integrate the concerns for gender issues throughout training, a gender issues session is offered in the TOT for language teachers as well as the rest of the staff.

### **COMMUNITY DEVELOPMENT VOLUNTEERS**

A PACA TOT held a month in advance of the start of PSTs for most of the PST staff including APCDs, technical trainers, and language and cross-cultural trainers provides the skills and time to integrate participatory methodologies throughout the PST.

A PACA workshop is offered by the second week of the PST for the Community Development Trainees. The training center is the focus of community mapping; the insights gleaned from the activity form the first evaluation of the training program. Daily activities center around how host mothers and fathers spend their Sundays. This exercise gives important gender information but also helps process the Trainee's homestay experiences. Sessions on Gender and Development and facilitation techniques are included, with Trainees beginning to take over the facilitation of sessions for practice. All PACA trained PST staff is involved in this training, from training director to language instructors. Instruction is bilingual, as possible, and targets all components of training. The Trainees not only gain skills but are beneficiaries of the information gathered during the participatory activities. This provides them with firsthand knowledge of how the tools can be useful.

See related information in section #4: Training of Trainers for Field Training Resource Persons.

### **MODEL SESSIONS**

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Skills Training: Interviewing (Booklet #4)
- Observation (Booklet #4)
- Facilitation (Booklet #4)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)

## ADAPTATIONS

A Gender Analysis in Development Projects session design is a modification of the Gender Information Framework model session. (See Booklet #3.) The objectives of the PST session are (1) to explore the societal impact on individual family members in a country; (2) to identify gender roles in task implementation, income generation, resource use and decision-making with individual families; and (3) to identify possible constraints as well as possible opportunities in relation to gender issues in project design. (See Field Insight, "Activity Helps Trainees Learn Analysis Tools for Study of Their Own Project," Booklet #8.)

## FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the particular group of Trainees. The field insights noted below may be particularly helpful when planning this type of training. All of the field insights are in Booklet #8.

- Activity Helps Trainees Learn Analysis Tools for Study of their Own Project – Paraguay
- Shadow Day Introduces Gender in Pre-Service Training – Dominican Republic
- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Needs Developed and Refined Based on Community Map – Guinea Bissau
- Needs Assessment and Priority Ranking Tool: Suggestions and Alternatives for Use in Communities – Paraguay
- School Boys and Girls Discuss their Daily Activities – Eritrea
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger

# IN-SERVICE TRAINING DESIGNS FOR VOLUNTEERS AND THEIR HOST COUNTRY COUNTERPARTS #7

## BACKGROUND

It is often not possible to meet all of a Volunteer's training needs for two years in their six- to twelve-week pre-service training (PST). An in-service training (IST) event is an important opportunity for Volunteers and counterparts to develop skills and share experiences together.

Some GAD and PACA skills which require more finely developed language and cross-cultural skills can be introduced or strengthened during an IST. In-service trainings often vary in length from three to five days, depending on Volunteer needs and additional training goals.

## OVERVIEW

An IST within the six-month to one-year period after swearing in may be well-suited to promoting mutual learning and planning for a Volunteer and his or her counterpart. The Volunteers' language skills should be improving as should their cross-cultural understanding of their communities. These should make it possible for the Volunteers to apply the GAD concepts and PACA tools in appropriate ways.

If a Volunteer does not have a specific counterpart, someone from the community who could assist with the participatory activities should attend the IST with the Volunteer. Working on an action plan or next steps should be an important part of the training.

Depth of Knowledge/Skills as Related to Job Requirements	
<input checked="" type="checkbox"/>	1. Awareness
<input checked="" type="checkbox"/>	2. Commitment: motivation, finances, resource people
<input checked="" type="checkbox"/>	3. Skill in selecting, using, and analyzing data gained from gender analysis tools
<input checked="" type="checkbox"/>	4. Skill in application of findings of gender analysis
<input checked="" type="checkbox"/>	5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
<input checked="" type="checkbox"/>	6. Knowledge about or skill in reporting lessons learned
<input type="checkbox"/>	7. Skill in training others in GAD and gender analysis skills

Development of **skills** in carrying out participatory activities should be a goal of the ISTs. This indicates that time during training must be dedicated to practice. A five-day model, like Schedule A, is very powerful, but the length may be a problem for counterparts being away

from their families and work. Shorter models are reflected in Schedules B and C. Field work, if in nearby locations, can be limited to a half-day, which allows for classroom time on the same day. A full day of field work ideally requires a five-day program. Without the extra day, the critical elements of reflecting on, debriefing the experience, and application are not adequately addressed.

The three-day program, Schedule C, is very full. It is difficult to cover the concepts and have skills practice if all the material is new. An alternative is described in the Adaptation section in which only one PACA tool is introduced and practiced. This may be a good alternative if a three-day program is presented.

Schedule D is a sample IST for education Volunteers. It presents the Community Content-Based Instruction (CCBI) concept which helps Volunteers and counterparts link the content of their lessons to the communities in which they live. The process used for CCBI is PACA, the gender-sensitive participatory approach. Several examples of CCBI workshop products are in the Field Insights, Booklet #8.

As the philosophy and fundamentals of GAD and PACA approaches are included in more PSTs, the nature of the in-service training will undoubtedly change to reflect greater skills learned in PST. Schedule E reflects what such an IST might look like.

See the following sections for related schedules: #6: Pre-Service Training and #8: Training Module for SPA PDM Workshops.

## **SAMPLE SCHEDULES**

### **SAMPLE SCHEDULE A**

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#### **Five-Day GAD/PACA IST**

(Field-Based Experience with PACA)

#### **DAY 1**

Sharing Results of Shadowing or other pre-assigned work  
Introduction to a Systems Approach  
Experiential Introduction to PACA

#### **DAY 2**

Community Mapping Tool  
Seasonal Calendar Tool  
Preparation for Community Field Work

#### **DAY 3**

Community Field Work  
AM: Community Mapping  
PM: Seasonal Calendar

#### **DAY 4**

Debrief of Community Field Work

- a) Information
- b) Gender Analysis
- c) Needs Assessment Demonstration and Practice
- d) Evaluation

**DAY 5**

Participatory Analysis of Potential Activities/Projects  
 Application of Concepts and Tools Learned  
 Action Planning  
 Evaluation

**SAMPLE SCHEDULE B**

---

**Four-Day GAD/PACA IST**  
 (Field-Based Experience with PACA)

**DAY 1**

Sharing Results of Shadowing or other pre-assignment  
 Introduction to a Systems Approach  
 Experiential Introduction to PACA

**DAY 2**

Community Mapping Tool  
 Seasonal Calendar Tool  
 Preparation for Community Field Work

**DAY 3**

AM: Community Field Work: Two Methodologies Simultaneously  
 Community Mapping  
 Seasonal Calendar  
 PM: Debrief of Community Field Work  
 a) Information  
 b) Gender Analysis

**DAY 4**

Debrief of Community Field Work (continued)  
 c) Needs Assessment Demonstration  
 d) Evaluation of Techniques  
 Application  
 Action Planning

**SAMPLE SCHEDULE C**

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**Three-Day GAD/PACA IST**  
 (Field-Based Experience with PACA)

**DAY 1**

Introduction to a Systems Approach  
 Introduction to PACA through the Community Mapping Tool  
 Seasonal Calendar Tool  
 Preparation for Community Field Work

**DAY 2**

AM: Community Field Work (Groups work simultaneously)  
 Community Mapping  
 Seasonal Calendar

- PM: Debrief of Community Field Work
- a) Information
  - b) Gender Analysis

**DAY 3:**

- Debrief of Community Field Work (continued)
- c) Needs Assessment Demonstration
  - d) Evaluation of Techniques
- Application  
Action Planning

**SAMPLE SCHEDULE D**

**Three and One-Half Day Community Content-Based Instruction  
In-Service Education Workshop  
for Science, Maths, and Geography Teachers  
( Classroom-Based PACA Experience)**

**DAY 1 (EVENING)**

- Welcome  
Group introductions  
Logistics  
Dinner

**DAY 2****Motivation**

- Official Opening  
Education Project Goals  
Workshop Goals and Objectives  
Group Norms and Expectations  
Agenda

**Information**

- The Framework
- Community
  - Development
  - Education in Development
  - Gender and Development
  - Girls' Education
- Community Issues
- Public Health
  - Water and Sanitation
- The Framework (*continued*)
- Content-based Instruction
  - Community Content-Based Instruction (CCBI)

**DAY 3**

- Teaching Techniques  
A Sample CCBI lesson  
Trading Places – Working with Counterparts



**Practice**

Developing classroom lessons using CCBI – practicum

**DAY 4**

Presentation of CCBI enriched lessons

Change – Successes and Challenges

**Application**

Learning about Your Community:

Participatory Analysis for Community Action (PACA)

Our Next Steps

- Monitoring and Evaluation
- Action Steps for utilization of CCBI at school
- Ongoing support of teacher efforts

Closure

Presentation of certificates

Workshop Evaluation

**SAMPLE SCHEDULE E****Three- or Four-Day GAD/PACA IST**

(When PACA Introduced in PST)

**DAY 1:**

[Volunteers notified to be prepared, bring samples of maps, calendars, etc.]

Sharing of PACA activities Volunteers have used and their results

Discussion of each PACA tool by small groups (strengths, constraints, suggestions for use)

Review of PACA principles and Systems Approach

Livelihood Exercise

**DAY 2**

Needs Assessment and Priority Ranking Tool

Review of steps of Community Mapping and Seasonal Calendar Tools

Preparation for Community Field Work

**DAY 3**

Community Field Work

AM: Community Mapping or Seasonal Calendar

PM: Needs Assessment and Priority Ranking

**DAY 4:**

Debrief of Community Field Work

Application and Action Planning

## MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Livelihood Exercise (Booklet #7)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)
- Next Steps (Booklet #7)

## ADAPTATIONS

The sample schedules included above were developed for semi-urban youth and community health Volunteers and counterparts in Guyana; rural development Volunteers from very isolated sites in Suriname; TEFL and small business Volunteers and counterparts from both rural and urban sites in Albania; and education Volunteers and counterparts from several countries attending CCBI training which includes PACA. Adaptations have been made for post-specific needs.

Peace Corps Bolivia offered three-day WID workshops as technical exchanges. ISTs were designed to provide Volunteers with additional skills, and WID workshops could be selected as one of three choices of in-service training. These workshops were held regionally, where Volunteers requested them. Others in the geographical area were invited to attend. The principle themes addressed in the workshop were self-esteem, women's roles, and gender; leadership, communication, and non-formal education; and needs assessment and working for change. A goal of the workshop was that participants be able to facilitate the same or similar activities in their communities or neighborhoods. The second afternoon the participants prepared to facilitate sessions the following day, which served as their skills practice.

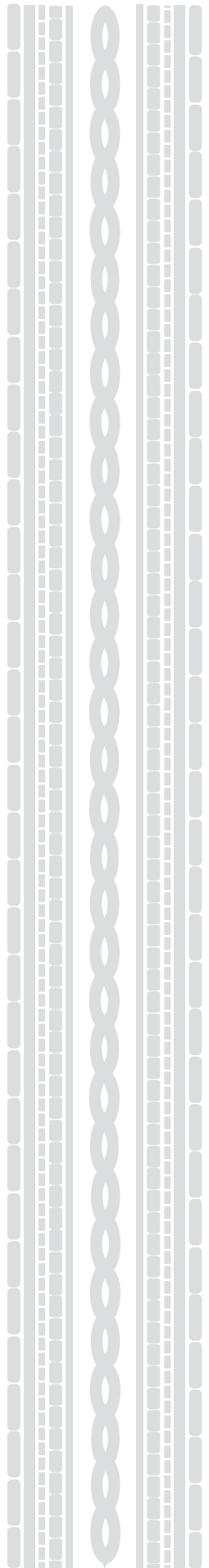
In Albania, the PACA IST design included the introduction of all four PACA tools. However, in the actual training, more time and discussion was concentrated on the mapping exercise than planned. The map was used for the basis for several activities. (See Field Insight, "Variations on Community Mapping," Booklet #8)

## FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the specific participants of the IST. The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Daily Activities Technique Reveals Potential Time Conflicts for Income Generation – Ecuador

- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Community Mapping Links to PATS (OST)
- Seasonal Calendars Reveal High Activity Periods and Needs of Urban Teachers – Turkmenistan
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger
- Two Ways to Rank Highest Need: By Importance and By Possibilities for Action – Turkmenistan
- Needs Developed and Refined from Community Map – Guinea Bissau
- Needs Assessment Tool: Suggestions and Alternatives for Use in Communities – Paraguay
- Small Business Development Volunteers Map Business Network Rather than Geographical Location – Albania



# #8 TRAINING MODULE TO INCLUDE IN SMALL PROJECT ASSISTANCE (SPA) PROJECT DESIGN AND MANAGEMENT WORKSHOPS FOR VOLUNTEERS AND THEIR HOST COUNTRY COUNTERPARTS

## BACKGROUND

The in-service training (IST) on Project Design and Management (PDM) is a workshop during which the Volunteer and counterpart come and learn how to design a project: how to determine what a project for their community should be, how to write a project, how to write a proposal for funding, and other related skills. The focus has been on the Volunteer developing the skills to do a project.

There are increasing requests for training in building the community's capabilities to carry out low cost, grassroots, sustainable development.

## OVERVIEW

It is clear that the development of projects must take into account everyone in the community if projects are to do no harm while improving the well-being of the targeted group. To understand what types of effects a project may have, Volunteers and counterparts need to be aware of gender issues and how the project could affect women, men, and children differently. They also need to know how to carry out participatory activities with community groups in which the community members themselves define their assets, needs, and begin to develop action plans to address them.

### Depth of Knowledge/Skills as Related to Project Design and Management

- 1. Awareness
- 2. Commitment: motivation, finances, resource people
- 3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
- 4. Knowledge about or skill in application of findings of gender analysis
- 5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
- 6. Knowledge about or skill in reporting lessons learned
- 7. Skill in training others in GAD and gender analysis skills

## ADAPTATIONS

The Participatory Analysis for Community Action (PACA) tools which provide gender-sensitive ways for Volunteers and communities to develop a working relationship have applicability in the project design process.

While most of the PACA tools identify assets, resources, and realities (tasks, expenses, obligations, and other constraints such as illnesses and hunger), the needs assessment tool moves community groups into identifying what would improve the well-being of their community. Needs identified should be discussed and analyzed in the group to be sure that causes and problems are not interchanged. Once a list is determined, methods for ranking the needs are suggested. Ranking can be done in several ways. Usually it is done first in terms of what is most important. However, sometimes the problems at the top of such a ranking seem impossible to address. An empowering activity is to re-rank the list in terms of the needs about which they are more able to take action. (See “Field Insight, Needs Assessment Leads to Two Lists: By Importance and By Possibilities for Action”, in Booklet #8).

A session which moves beyond need identification and prioritizing is “Exploring A Range of Activities to Meet an Identified Need”. In that session the range of beneficiaries is first described, and then the activities aimed at addressing the need are explored. (See “Exploring A Range of Activities to Meet An Identified Need,” in Booklet #7)

Another tool, the Gender Analysis Matrix, can be used with communities to look at the potential effects of actions they may want to take. This matrix helps them focus on both men and women, the household and community. It can also include the young, the elderly, or various other community subgroups, as needed. It looks at the dimensions of labor, time, resources, and culture. (See “Participatory Analysis of Community Activities” in Booklet #7.)

## MODEL SESSIONS

The following session plans may be useful. They are found in the booklet indicated after the title.

- Introduction to a Systems Approach (Booklet # 3)
- Community Mapping (Booklet #5)
- Daily Activities (Booklet #5)
- Seasonal Calendar (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)

## FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the specific participants of the PDM. The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Seasonal Calendar is Introduced as Tool to Get “True Picture” in PDM Workshop – Zambia
- Needs Developed and Refined from Community Map – Guinea Bissau

- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan

