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FINAL REPORT

NGC TRAINING ASSESSMENT

BY

RUSS DILTS

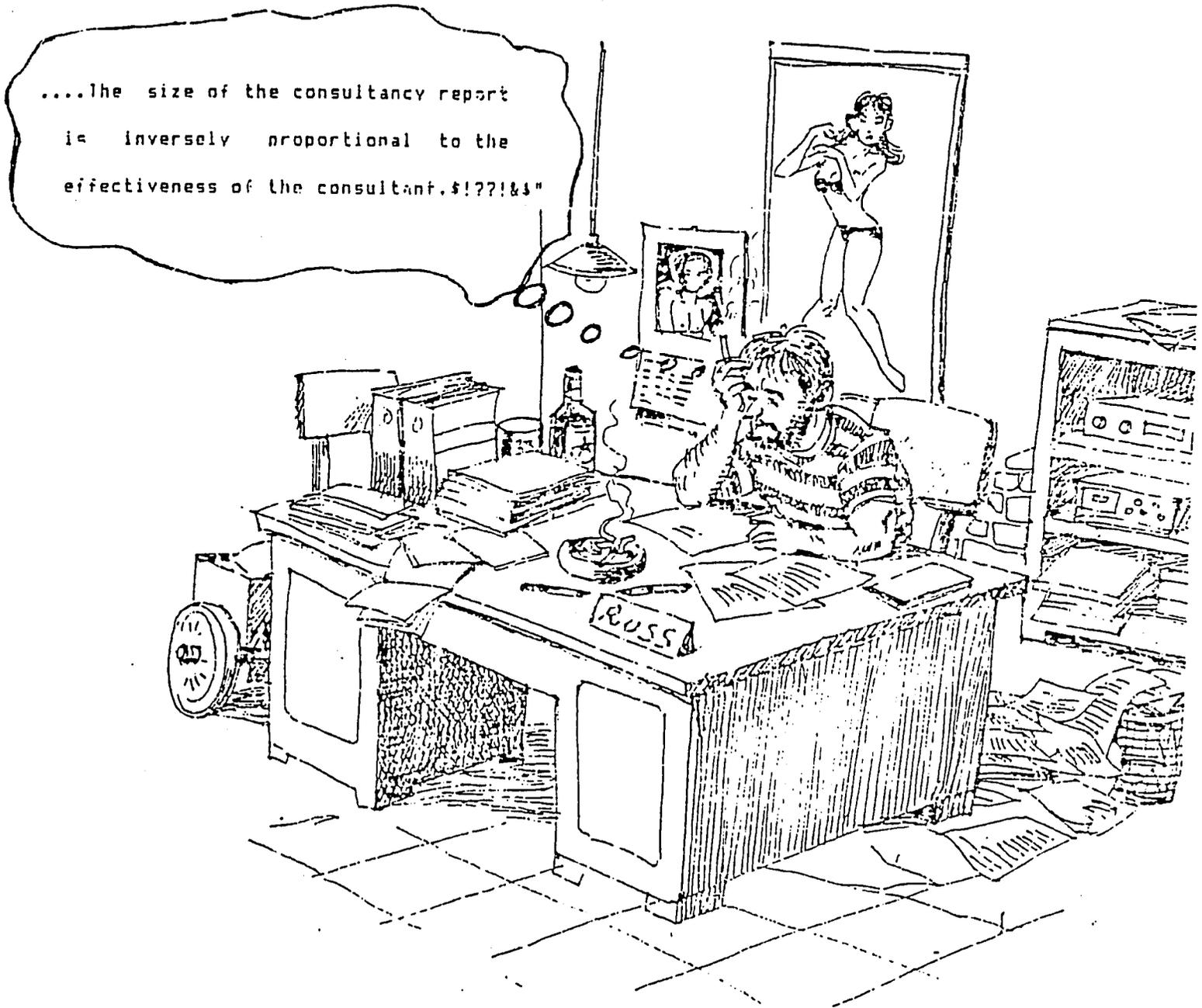
March 30, 1985

CONSULTANT REPORT

VHP-USAID
PSC NO. 497-0249

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This final overall report covers a 60 day consultancy undertaken over the five month period Oct.8, 1984 - March 8, 1985 to assess the current 'training' scene among Indonesian NGO's and to assist VHP-USAID in developing criteria, rationales, and mechanisms for supporting the further development of effective training programs undertaken by the Indonesian NGO community.

VHP-USAID supports a number of projects either specifically dealing with training or having strong training components. In order to further elucidate and justify current and future support for such programs, especially with the Indonesian NGO community, VHP-USAID must undertake the following:

1. Obtain a better picture of training in general, and the specific state of the art within the Indonesian NGO community.
2. Assess areas and programs wherein limited VHP-USAID funds can be used most effectively.

3. Develop better communications and levels of understanding concerning VHP-Co-Fi potentials and constraints vis a vis the current objectives, needs, activities, and resources extant within the Indonesian NGO training community.

ACTIVITIES UNDERTAKEN

This Personal Services Contract addressed the above issues with the following products in mind:

1. Case Studies: Several case studies of innovative training programs conducted by major NGO training institutions funded by VHP-USAID were developed. These cases highlight specific issues in training and provide a better understanding of "what is Training?" for the non-technical development administrator. These cases should assist VHP-USAID in assessing proposals either focusing on training or having strong training components. Additionally, they give a glimpse of the relative state of the art concerning such training issues as needs assessment, participant selection, curriculum development, training systems, evaluation, and follow-up as espoused and practiced by several major NGO training institutions. These cases were developed based on consultant experience with these programs plus direct involvement with these training activities over the course of the consultancy.

2. Mapping of Training Institutions, Programs, and Resources:
this outcome of the consultancy was designed to develop a better understanding both within the NGO community and within the funding community of the current potentials and problems facing "training" in general . This was perhaps the most difficult, and probably the most rewarding part of this consultancy. Via a series of meetings and discussions a workshop was planned and implemented involving major training institutions and resource organizations. As it has turned out, the planned 'meeting' was turned into a major activity involving some 30 NGO's. A 'Map' of the existing situation was developed, problems were identified, and possible activities to improve the capabilities of NGO's involved in training were determined. Through a long 'participatory' process, this workshop has already yielded results for the NGO's involved and should provide rationales for future efforts. An extensive workshop report in both Indonesian and English has been developed and will be distributed throughout the Indonesian NGO community as well as to interested funders.

The Workshop Report contains a "mapping" of training institutions and their specific capabilities, an analysis of problems and constraints faced in the areas of Trainers, needs assessment/evaluation, and curriculum/methods and materials. Following this analysis is a list of possible activities designed to address specific problems.

3. Final Report: This final is an overview of the above activities with special emphasis on a synthesis of recommendations for VHP-USAID CO-Fi programs and mechanisms in support of Training.

Specific Consultant Activities

During 60 consultant days during the five month period Oct. 8, 1984—March 8 1985 the consultant undertook the following activities:

1. Conducted discussions with major NGO's involved in Training and with VHP-USAID concerning the goals and objectives of the consultancy. Arrangements were made for participation in specific programs.

2. Activities Conducted with YIS:

--Conducted a 3 day workshop on Action Research, part of which was spent analyzing the "Training of Trainers" program.

--Conducted 5 preparation meetings for revising T.O.T. curriculum

--Served as Co-Facilitator for 14 days of training in Methods and curriculum

--Developed, produced, and distributed a post-training survey instrument

--Helped arrange for a PAMONG Staff member to assist in providing evaluation input to the training

3. Activities with Bina Swadaya

--Participated in the planning of the Sumatran Mobile Workshop Program

--Attended the Padang Mobil workshop and assisted in facilitating specific group sessions.

--Observed Training at the PUSDIKLAT Bina Swadaya in Cimanggis

--Assisted in analyzing Mobile workshop results and planning for Second stage activities with PACT

--Participated in discussions between Bina Swadaya, YIS and IIRR concerning a Middle-management Course to be offered in July.

4. LP3ES

--Assisted in a review of the Kajen program (later developed into a case study).

--Edited a case study documenting training done by LP3ES for the Sederhana Irrigation Project, plus editing a slide show narration.

--Held discussions concerning training and Action research with various staff and leadership

5. PJM

--Conducted 2 day workshop on monitoring and evaluation for staff of all 5 'pusat pelayanan'

--Conducted one day training in evaluation for Tebu Ireng Pusat Pelayanan Informasi

--Worked with PJM staff to plan, organize, implement, and document "NGO Training Workshop"

6. WAHLI

--Facilitated yearly review meeting

--Discussed "Environmentally Sound Small Industries Workshop" results with trainers involved.

7. Other Activities and Groups

--Discussed future training programs for staff development with YASANTI, Yogya.

--Provided materials for LPTP field programs and in-house action research training

--Worked with STW and LSP in developing the basic outlines of the "NGO Training Workshop"

--Worked with YIS, Bina Swadaya, Dian Desa, and LP3ES in developing a series of cases for presentation at the GOI-NGO-World Bank and other donors conference. Assisted in preparation of final recommendations concerning the role of bi-lateral funding agencies in development of NGO capacities.

--Developed, implemented, and documented a 4 day "NGO Training Workshop" for 25 training institutions.

--Discussed results with various funding agencies including TAF, CIDA, PACT, GOI agencies, UNICEF, Ford, World Education.

The original PSC contract was only to cover a three month period, ending Jan.8, 1985. Since by this time the planned 'discussion meeting' between NGOs on training had developed into the desire for a full-blown national workshop, a time extension was granted until March 8,1985 with no additional funds. As anyone who has ever undertaken such a workshop on a shoestring knows, these things take a considerable amount of time for planning,implementing and subsequent documentation; this activity could well have been a full consultancy in itself.

KEY ISSUES AND RECOMMENDATIONS

In this section I wish to underline several key general and technical issues arising during the course of the consultancy that are pertinent to AID in future funding of NGO training programs.

* This will be only an overview of broad problems, for specific examples of specific problems, their causes, and alternatives solutions please refer to the Training Workshop report.

Background

As a preface to a discussion of issues it will be useful to provide a brief review the recent history of Indonesian NGO development with special emphasis on training.

Ten years ago Mark Bordsen conducted an assessment of available training resources for VHP-USAID. The results of this effort make an interesting comparison to the current situation. As of ten years ago:

1. YIS was only two years old. While YIS conducted its basic course in community cadre/leadership training it had not yet begun to offer courses in Training of Trainers, Management, or specific technical assistance on a large scale to a variety of government departments. There are now some 2000 graduates of YIS courses spread throughout government and private groups.

2. The PUSDIKLAT Bina Swadaya did not exist

3. WALHI, PJM, LPTP, YASANTI, LSP, STW, Yayasan Mandiri, etc. did not exist.

4. Dian Desa was a room behind Anton Sudjarwo's house and a water project in Cakringan.

5. LP3ES had not yet begun efforts to transform Pesantren into community development institutions.

6. the USPI Project at Jayagiri had not yet been planned.

7. Training was for the most part thought of as "the five D's: Datang, Daftar, Duduk, Diam, Duit!".

On the other side of the coin, several major institutions providing staff training for NGO's and other social development agencies have ceased to exist during this period. Most notable among these was the Institute Pengembangan Masyarakat Malang.

Ten years ago there was little cooperation, or mutual understanding, existing between government agencies and private groups. A specific instance quoted in the Bordsen study concerns the then head of BPKB Jayagiri, Pepep Sudrajat. Mark Bordsen was quite impressed with Pepep's breadth of understanding, commitment, and approach to community development; however he was surprised that he had no knowledge whatsoever concerning groups such as YIS, YSTM, or Dian Desa. Ten year later Pepep has on occasion worked full-time for groups such as Bina Swadaya.

This 'micro' example has been replicated on the macro'level. Today most major government programs have

connections with NGO's and vice versa. While the scene is nowhere near clear and settled, it has come a long way in a relatively short time. Ten years ago it would have been impossible to envision workshops being conducted between Bina Swadaya and Dep. Dalam Negeri. AID has played a role in this via encouragement of such cooperation and resource sharing.

At present the 'training capacities' of major NGO's are in high demand for two main audiences: 1) for government line agencies, and 2) for smaller, newer NGO's. It is clear that all capacities developed over the last ten years have been thoroughly utilized (for example, call Bina Swadaya and ask when they have an opening for their basic training; you may have to wait 6 months). If anything, most of the groups are over-committed in terms of staff and resources.

If any single outside factor can be considered as important in the development of these NGO training capabilities, it is the fact that all of these groups were given discreet, flexible assistance by a variety of agencies allowing them to develop prototype programs, staff, materials, and skills that could later be applied to wider audiences. These groups are in turn attempting to provide the same type of assistance to nascent NGO's in Indonesia in order to increase the overall pool of capabilities that can be tapped for larger scale efforts. Even large government programs have found it effective and efficient to assist the development of NGO capabilities that can provide

assistance to their own programs; i.e. witness Dir. Bina Kota Dep. Dalam Negeri farming out the development of a training program for Repelita IV Kampung Improvement Program activities to LP3ES. NGO capabilities have been recognized, and now must be at least maintained if not improved.

Issues

1. DEVELOPING INSTITUTIONAL CAPABILITIES

This consultancy unfolded parallel to several other activities attempting to refine and re-define roles and relationships between the government, funding agencies, and NGO's. The major activity bearing on this consultancy was the GOI-NGO-World Bank and Other Donors Conference held in Jakarta in February 1985. This conference focused on the roles played by NGOs in collaborative arrangements with government agencies and international donors. In short, a positive attitude prevailed wherein both government and foreign donors foresaw an expanded role for NGO's in many areas of development including training, development of prototype approaches/programs, research and evaluation, and actual implementation in difficult areas with hard to reach target groups.

A key recommendation coming from this conference concerned bi-lateral donors: "it is recommended that Bi-lateral assistance agencies work with LPSM/LSM's to develop their institutional capacities so that they can be more heavily utilized in a wide

variety of development programs". Government agencies and multi-lateral donors made it clear that they wanted an increased role for NGO's in their programs based on past and current effectiveness of NGO contributions. The main question was to what extent can NGO's be developed so that they can participate in the wide variety of activities becoming open to their participation?

This recommendation runs parallel also to recommendations from the Indonesian government concerning the use of local (domestic) consultants and contractors for development projects. It also aligns with the efforts of international groups such as PACT which are further stressing "Institutional capability development".

The term "developing institutional capability" has a source ring to it due to years of massive projects wherein this meant hundreds of man-years of training, lots of buildings, etc. with no calibration of impact achieved. In the case of NGO's the question has often been too narrowly phrased to mean "when will you be financially independent?"

Within the NGO community, and concerning training specifically, "institutional capability development" has a simultaneously broader and more specific meaning: enabling people, groups, and organizations to do things and make use of resources. Whether this means training outer island NGO's in community approach or financial management, or working with a

small group of fishermen so that they can organize their marketing activities, or training village government personnel in community organization; the concept is broader and more specific. In training programs, it has been proven over and over again, from Job Corps programs in the US to PENMAS skills training in Indonesia; without an organizational base (again in the broad sense) to receive training input, much of the input is wasted. The best training trains systems and organizations and takes circumstances into consideration; it does not merely produce a group X which has received treatment Y .

This understanding of "institutional capability development", despite widespread lipservice, often runs afoul of the "development engineers" and their "yes, but what is the unit cost of each W.C. put in?" and the inevitable "you can't eat process".

Perceived Problem: VHP-USAID due to staffing, administrative constraints, guidelines, etc. is not getting flexible "capability development funds" out to the NGO's in need of them. This situation may also be due to the fact that Co-Fi is not perceived with the NGO community as a practical and responsive source of support for innovative, developmental programs and hence they are not being brought to the attention of VHP.

Recommendations:

1. With respect to VHP Co-Fi clear guidelines must be developed/articulated concerning the type of effort they can/want

to support. These guidelines should subsequently be clearly communicated to NGO's. At present VHP remains 'reactive' and NGO's remain confused as to what Co-Fi can or cannot support. If 'institutional development' is within these guidelines, what is meant by this term should be clearly spelled out to assist in program development.

2. VHP should consult with other agencies supporting NGOs. Up to now the focus of such coordination has been to avoid "overlap" to the extent where there is competition and a "but we could have done that" attitude. NGO's are tired of this and take their proposals to those with whom they feel comfortable and whom they trust. The first question recently asked of a 'donor agency representative' by a domestic NGO head was: "O.K., How much have you got?" This agency had become tired of innumerable people always analyzing and demanding justification and then ending with a 'possibly we can help you if you want to do A with B method in C location with D dollars'. VHP-USAID especially is seen as reactive in this sense. In its relations with NGO's it tends not to try to flex its own system to assist, but to ask for flex on the part of recipients so that they are eligible for assistance.

A "pro-active" (sorry Mr. Safire) stance is needed. However, this will require VHP to establish a different type of communication pattern with NGO community. The attitude needed is "Here are our guidelines, here are our constraints. I think your program is worthwhile, so let's try to make it work. If we can't

do x and y, maybe you can contact ????? for assistance in that area."

Examples: How are TAF, PACT, Ford, etc. able to fund an array of small efforts with NGOs? The answers are simple, but possibly hard to emulate:

-- Their "contact persons" make direct, personal approaches to NGOs. They assist in program design and development; and they subsequently take responsibility for pushing ("railroading"?) things through. > Considering the breadth and diversity of the NGO community there is still a shortage of such 'pushers'.

-- They usually suffer from fewer levels of bureaucracy: NGOs dealing with USAID often cannot understand how they can have support at the top and the bottom and yet get stalled by middle layers of the system. There are plenty of constraints in the field without adding internal funding agency shennanigans.

--Personalities: development is a personal business. This is not meant in the often stated "in the East personal contacts are everything " sense which is questionable (as if the "West" is qualitatively different) but in the sense that the person making NGO contact must be in control of his own bureaucracy or at least be the sole contact person for the duration of a specific program. Organizations in the field spend an unbelievable amount of time doing "development

education" for the evanescent international development set.

In summary, VHP-USAID suffers from identity crisis as perceived from the NGO viewpoint. To check this, just ask any NGO representative about his perceptions of what Co-Fi is, and can/cannot do. This problem cannot be cleared up through the distribution of booklets or through meetings since most, wisely, judge from experience. To turn the tables a bit, VHP-USAID does not yet have "a clear track record".

II. MECHANISMS FOR ASSISTANCE

Increasingly, assistance mechanisms able to get small amounts of support out to a variety of programs are needed. VHP-Co-Fi will continue to have difficulty in this area.

Recommendations

1. Block Grants: Theoretically, Co-Fi allows the 'middleman' to be cut-out so that support can be channelled directly to indigenous NGOs. In practice 'getting the support out' is a lot of work. VHP should continue to support such organizations as Asia Foundation which work more flexibly with a wider variety of organizations than can VHP. Block Grants might also be considered for Indonesian NGOs for such things as follow-up for

training programs. Many of the follow-up activities are quite small, too small to merit a full proposal process (See follow-up plans from Bina Swadaya Mobile workshop or NGO training workshop).

3. International PVO's: besides TAF, other international PVO's might be able to assist in channelling funds and assistance to the Indonesian training community. If this route is followed, international groups need to be work in partnership with some of the major NGO training organizations so that we don't return to the "big brother" situation previously found in relationships between international and national NGOs.

3. Joint Activities: as can be seen from the results of the NGO workshop, a number of joint activities are possible covering mutual problems in the area of training. 'JAKER' (JARINGAN KERJA= Network) have been established within the NGO community for tackling specific issues such as Action Research. It might be possible for USAID to channel "blocks" of funds to such JAKER for sets of activities designed to improve training capabilities. Strong needs already exist for this in several areas:

- Development and distribution of training materials
- Consolidation of techniques and methods (training for several levels of 'trainers')
- Joint workshops on specific issues such as materials, evaluation, etc.

--Development of programs for recruiting and training new staff (apprenticeships, training courses, participant training, etc.)

4. Staff Development: it is also recommended that VHP examine incoming proposals for elements of staff development. Project development and implementation is an excellent time to bring-on and train new staff; leaving something of value behind with the organization after the 'project' is over. VHP can also look at proposals from the view of providing assistance in capability development during projects, i.e. provide special training for project staff, provide additional technical assistance, etc. so that NGOs are not just stretching existing staff still further.

TECHNICAL ISSUES

The following discussion highlights some technical areas which VHP should consider when reviewing proposals concerning training. These issues are analyzed within the Workshop report, and are also exemplified within the case studies. It is hoped that this can form a framework for examining training programs.

Issue I: Participant Selection and Needs Assessment

This of course varies according to type of training; i.e. direct community level activities, in-house staff development, cross-sectoral training, training in a specific area, etc. Despite this some general assessments can be derived from experience to guide future practice.

o Many groups do little or no needs assessment. This is especially true of small or new NGO's where there is a tendency to repeat what the group has 'historically' done (see Bina Swadaya Mobile Workshop Report/case study).

--Suggestion: in these case VHP should encourage the development of a training rationale based on a situation assessment. This does not mean compiling lengthy baseline data, but at least before training a clear picture of the target group and its circumstances must be defined. If necessary, VHP should assist such groups by providing short consultation or technical assistance from more experienced organizations. Many groups would welcome this assistance, but don't know where to obtain it. Many more experienced institutions would like to provide this type of assistance, but don't have the budget.

o Participant Selection is often based on formal criteria only, such as educational level. At the village level such things as motivation, past activities, role in the community, etc. are much more important than formal school level.

--Suggestion: In selection, criteria should be relevant to the 'role' that is designated after training completion. Ex.: stipulating a high school diploma might be appropriate if the future work role requires report writing or a level of reading and writing skills not present in primary or junior high school graduates.

o Another participant selection problem occurs when one

team/individual selects participants and assesses needs and then turns the training over to a new team. Perceptions differ, and communication dilutes and distorts these perceptions.

--Suggestion: The people who will actually do the training should be involved in needs assessment and participant selection.

o Often trainees are sent from one institution for training at another. NGOs most commonly face this as a 'problem' when dealing with government agencies which allocate 'training' on a 'who is due for a trip' basis. YIS, Bina Swadaya, and others have tried to develop methods for coping with this in participant selection as well as in follow-up (i.e. making institutional as well as individual linkages).

--Most effective is the development of an ongoing institutional arrangement wherein the training organization assists the client organization in a broader way, part of which may be training specific staff. In this way parts of training can be more carefully adjusted to specific circumstances. Donor agencies share responsibility in this since they have access to information about both training resource organizations as well as information about needs within sponsored projects.

Examples of solid needs assessment/participant selection strategies are demonstrated in the Bina Swadaya Mobil Workshop case and the LPJES Kajen case. In the case of YIS also it can be noted that many of its training participants are from ongoing institutional relationships with field programs such as PKK, BAPPEDA, DepKES, etc. wherein selected personnel from these organizations are sent to YIS for specialized training.

Issue II: Training Systems

To many groups "training" is still stuck in the "sekali pukul" syndrome (training as a 'one shot affair'). Few view training as an ongoing program most of which occurs outside the classroom. The best programs illustrate the use of multiple strategies and structures incorporated into an overall training system (re: LPJES and Bina Swadaya Cases). Within the training system we include pre and post training activities such as participant selection/needs assessment (above) and follow-up strategies (discussed below). Some things to watch for concerning 'training systems' include the following:

o Besides needs assessment and participant selection, few groups consider the possibility of using 'pre-training activities as part of the learning process. As seen in the mobil workshop model of Bina Swadaya, participants gained skills as consultants while conducted a training needs assessment.

--Suggestion: look at training proposals to see what 'training' activities might be done during preparation or before training begins, i.e. materials can be sent to participants before training so that they can read and study prior to arrival at the training site. Participants may be requested to bring a community assessment, job analysis, self-analysis, problem assessment, etc. with them to the workshop to be used as material. If possible, this should be coupled with a visit to the organization by the trainers/training institution.

o Combinations of training structures can often be mixed to make an effective program. "Pre-service" and "in-service" training is most effective when the two are combined within one overall system. Training formats can also vary within a program: mobile workshops for needs assessment, in-house training for organization specific problems, long term training for specific needs for individual staff, joint workshops for mutual problems/needs, 'apprenticeships' for staff to learn from other groups.

—Suggestion: VHP should assist (or should supply assistance) to groups developing training programs so that they can see the range of possibilities in the area of 'training systems' and avoid the 'sekali pukul' syndrome.

Issue III: Training Philosophy, Methods, and Approach

Something of a consensus has evolved over the last few years in this area; however shallow the realization of this consensus is. Most major groups, and hence many smaller groups who are greatly influenced by the 'Bingos', as well as most government departments profess adult education (andragogy), nonformal education, and most importantly participatory training. A gap is still evident between the acceptance of the principles and the actual practice.

oParticipatory-itis: this disease is caused by the overuse of the word within the context of development. Paying your taxes is participation. Filling your tank at the Pertamina station is announced as participation. Many things are masked under this catch-all term. To some it still has definite meanings: sometimes too much so. Participatory training simply utilizes a 'technology of involvement' in order to more effectively bring about learning. The focus of training is upon the learner/trainee, not the trainer. For

the development administrator this might mean severe headaches(it does for trainers) unless you can identify a few specific indicators. Some of the following might be of help.

--Suggestion: ask about the training process. Do they follow an "experiential learning cycle"? if so, can they define it and give examples? Can the group proposing this link their organizational philosophy to "participatory/experiential training?" (see attached "pohon latihan partisipatif").

--Suggestion: even simpler, ask them where their trainers were trained. YIS, Bina Swadaya, LP3ES provide good basic training in 'participatory methods'.

--Suggestion: obtain assistance from someone in the 'training network' to review the training plan/proposal. Some of the worst junk can look impressive in proposal-ese, and vice versa.

oMethods: if the program claims to be 'participatory training' and yet the methods used are purely lecture, discussion, question and answer with the word 'simulation' occaisionally thrown in--Beware. Good methods are a mix of process(experiential learning cycle, etc.), Structures(individual work, paired work, small groups, large groups, observed groups, dialogues, triads, etc.), materials(instruments, self-study materials, audio visuals, cases materials, quizzes, games, simulations, etc.) and facilitator role(providing input, compiling, analyzing, generalizing, questioning, etc.). There is no perfect blend and some instances of "correct method selection" are more obvious than others: i.e. the lecture method is poor for, say, teaching swimming. However, for the passing of information it can be more quick and efficient than a simulation.

--Suggestion: ask training organizations how they selected the methods and techniques used. What are case studies good for? When should role playing be used rather than a lecture?

oCurriculum: most 'goals' upon which training curricula are based consist of abstracts such as "develop effective community development workers" or "develop awareness and critical thinking capabilities and positive attitudes". This is fine for broad goals, but in training these abstract terms must be given meaning through the delineation of concrete indicator behaviors which will allow inference of goal achievement. A doctor does not check "health" directly, he measures temperature, heart beat, blood pressure, reflexes, etc. and then infers the state of

health; hence also with training. Volumes and volumes have been written on this subject, but this does not help the non-technical development administrator.

--Suggestion: Robert F. Mager, one of most noted and most accessible of instructional designers has devised a simple test to differentiate a good training objective from a 'fuzzy' or abstract one. It is called the "HEY DAD.....!!" Test and can be applied by anyone to any training or instructional goal to determine if the output will consist of an observable or measurable performance or not. This should be of use to VHP in looking at training objectives, and it goes like this:

1. Place the substance of the objective statement into the following sentence:

"HEY DAD, LET ME SHOW YOU HOW I CAN.....
.....!"

2. If the result is absurd and makes you want to laugh, you are dealing with a statement broad enough to be considered an abstraction rather than a performance.

An example from Mager: "Hey Dad, let me show you how I can internalize my growing awareness!"

versus: "Hey Dad, let me show you how I can ask projective, reflective, and analytical questions."

In short, training organizations should be able to tell you what they want as an outcome of training and tell you how they will know if it has happened or not so that even you will agree that certain performances or indicators will prove achievement of goals. ***

***From Robert Mager, Goal Analysis pp. 14-28. Pitman Learning Inc., Belmont CA. 1984. See also Mager Analyzing Performance Problems, Measuring Instructional Results, and Preparing Instructional Objectives.

Issue IV: Evaluation and Follow-up

A popular training evaluation story documents a famous American Indian Rainmaker. So popular was he that students were sent from many rain starved villages to learn his famous rain dance.

After weeks of training and practice all of the students were able to do the rain dance just as well as the Rainmaker.

Could the training then be evaluated as successful?

In evaluating training , the key evaluation question would still be:

"After they returned to their villages, (assuming continued draught), DID IT RAIN?"

This story again emphasizes the importance of training systems. Doing a good job of implementing false cures for real problems doesn't help, no matter how well done.

However, there are some problems with this.

o How far can you follow Trainees? YIS, for example, has some 2000 ex-trainees. Despite using a variety of tactics such as reunions, routine alumni bulletins, field visits, correspondence, etc.; at some point the burden becomes too large and the risk is run of taking too large a role in the internal affairs of trainee programs. Time investments become too heavy and beyond a certain point follow-up begins to go well beyond the scope of the original training. Besides this, many 'post-training' problems (i.e. not putting skills to use) are not the fault of training but ramifications of the institutional situation faced by ex-trainees. It is unrealistic to hope for these 'non-training' problems to be solved by training or follow-up activities.

--Suggestion: Provisions for follow-up are included in all of the better training programs. Despite this, funding agencies are reticent to fund 'back-home' activities. Funders should support fieldlevel follow-up activities as if they were (and they are) part of the training program.

o Many training programs emphasize summative evaluation, often as a cynical exercise to please sponsors and client agencies demanding evaluation.

--Suggestion: funders and sponsoring agencies often have unrealistic expectations of training. While in formal education the mere receipt of a certificate is taken as a concrete 'output', the demands for 'concrete proof' of training effectiveness are much higher. Funders should support the developing sense of the importance of formative

evaluation methods geared toward improving the training itself as well as gauging the progress of trainees as the training itself progresses. (See LP3ES and YIS cases). 'Evaluation' becomes a tool for improving the entire learning process from needs assessment to the determination of necessary follow-up activities. Again, this situation is complicated by 'abstract' training goals and curriculum which tend to confuse the issue.

The above presents only a thin surface of the problems in the areas of participant selection/needs assessment, training systems, methods and materials, and evaluation/follow-up. But this is a start. These are key issues to at least examine and discuss when considering proposals concerning training.

Again it must be emphasized that within the NGO community there is considerable expertise in the area of training within established organizations. These groups have faced these problems squarely and have evolved a variety of strategies for overcoming them. Since their interest in improving the overall quality and quantity of training within the NGO community is strong, and since 'in-house' expertise in training is often lacking among donor agencies; a general recommendation is that these groups be called-upon for formal or informal assistance in designing and developing training programs.

SYNDROMES

The following syndromes illustrate a few of the problems in the training that many of us in the field bash into on a daily basis. Often the source of a syndrome is the inherent lunacy of the "international development game". At other times they are "local produce". These are a few of many.

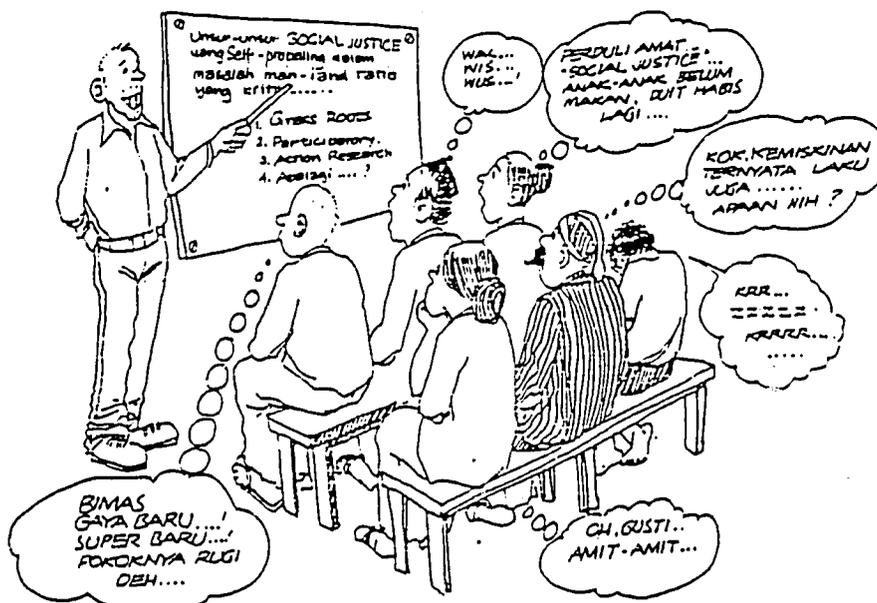
THE 'WIS WAS WUS' SYNDROME

"Wis Was Wus" is the sub-vocalized caricaturing sound that villagers often make when they hear the sentence:

"Tetapi kita harus menjaga agar training kita terus self-propelling dengan in-built participatory Action research masyarakat-based felt-need proses reflektif/analytik yang menuju ke self-reliance dari nonformal grassroots maupun dinamika yang penuh achievement motivasi."

This is also known as the "anda groggy" syndrome, caused by teaching people all there is to know about andragogy in the space of two hours and then turning them loose to confuse others.

Sister disease: "Partisipatory-itus"



The "DON'T LET THE LEASH BE MORE EXPENSIVE THAN THE MONKEY" SYNDROME

This Malay 'pribahasa' applies to training programs wherein supporting activities take up more time, thought, and energy than the key parts of the training itself. This can occur from an over emphasis on evaluation, from an overabundance of outside guests that must be 'shown' something, from an in-class training program that eats most of the funds that should be going to field activities, etc.



The MISSOURI SYNDROME

People from Missouri are known for their "SHOW ME" mentality. Often administrators who wouldn't know training if it kissed them go to the field to "have a look at it". They usually stay for two hours and form a full blown impression which they will endlessly repeat to others("I saw it!"). If they happen to see a lecture, then its "all they do is lecture". Ditto if a simulation is in progress. Heaven forbid that they see individuals working on their own.

A more severe form of this is the longer term guest who even after careful explanations can't get it right. A classic example of this was an AID staffer who visited the Jayagiri National Training Center for Nonformal Education, and after two days of touring, watching, talking, staff interrogation, brainwashing about nonformal education, etc. made the astute statement:

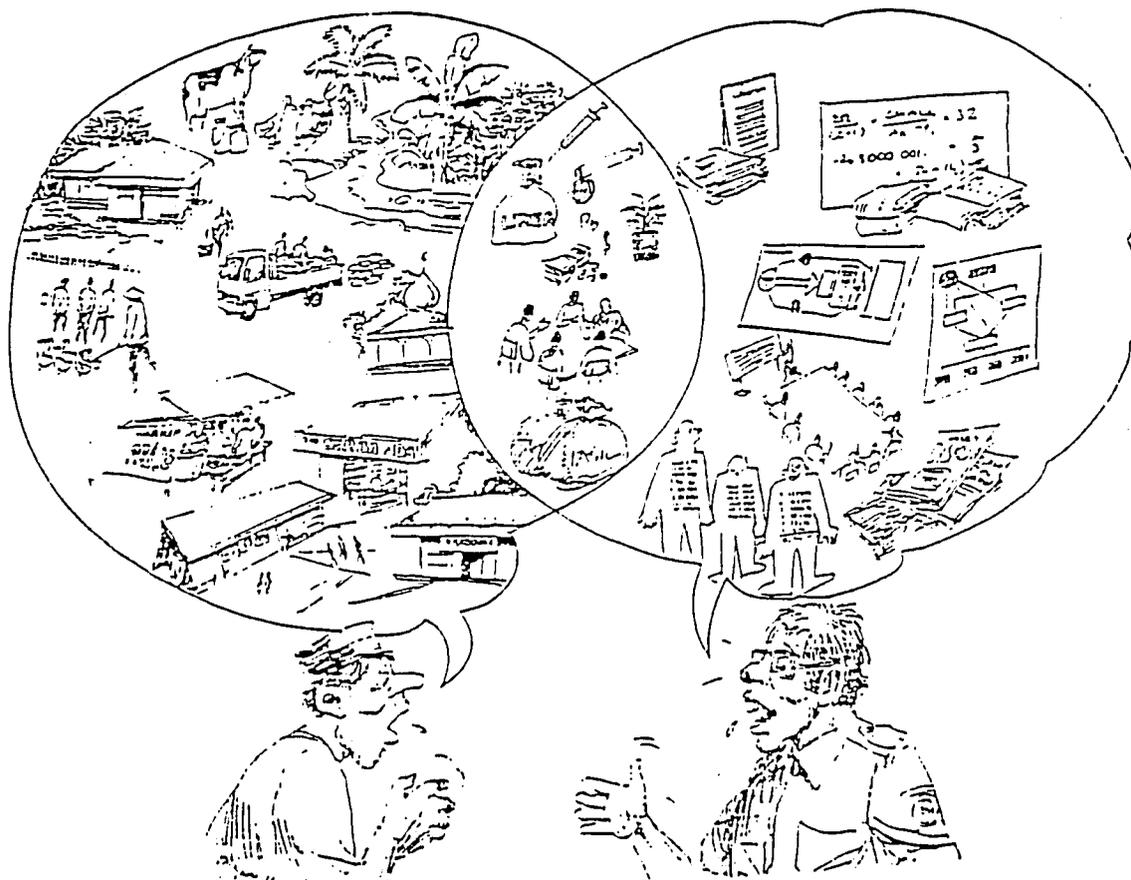
"Well then, this is just like a little University!"

(She later admitted to being a hydrologist)

The APPLES AND ORANGES SYNDROME

This syndrome occurs when people think they are talking about the same thing, but are actually coming from different planets. (as if often the case when development administrators and field practitioners attempt to talk in a mutual tongue). Prime germs causing this syndrome are all-encompassing catch phrases and abstractions such as "increasing awareness", "institution building", "Kognitif, afektif, psikomotor", "basic felt-needs", "bottom-up development", grassroots, appropriate; in fact just about every other word in most proposals or policies.

Related illness: "Development Speak" practitioners trying to emulate 'development speak' for the benefit of funders, effectively obscuring what they are really doing.



The 'PENYAKIT MIKROFONE' SYNDROME

This occurs whenever someone can't let go of the microphone....despite the fact that the only sound coming out of the speakers is feedback and tongue-clicking since the microphone is halfway down the speaker's throat. Most advanced case of this occurs when speaker gives a two hour lecture on :

"The importance of being a good listener and not talking too much"

First symptoms: the speaker will only want to "sampaikan sepatah dua kata " or a few words "sebagai catatan saja": The cause of the disease is usually a total lack of preparation, or the repeat rendition of a paper written in 1953.



The CONTENT-FREE PROCESSING SYNDROME

Some people criticize what they have seen of participatory training as being merely child's games. Most of the tools/exercises called "structured experiences" are adaptations of powerful social psychology laboratory treatments. If they seem like children's games; then the facilitator is blowing it. Good training is often marked by a high level of emotional involvement, and sometimes even stress as old learnings/habits are examined, altered, rejected, or replaced.

Inverse corollary: the "YOU CAN'T EAT PROCESS" SYNDROME wherein training has so much content and so little internalization and emotional involvement as to be worthless.

The LITTLE RED HEN SYNDROME

All funders seem to want to support the same parts of programs; i.e. those parts that are finally 'tangible' (like the single day the W.C. is put in). In terms of NGO training, everyone wants to eat the bread (use NGO capabilities), but no one can seem to justify expenditures that will develop these capabilities in the first place.

Related problem: the JAKARTA THEATER SYNDROME. Many of us remember the day the Queen restaurant bridging Sarinah's and the Jakarta theater collapsed as one building sank south and the other north; leaving lots of weight piled in the middle which all came tumbling down onto Jl. Wahid Hasyim. This syndrome occurs when all the expectations of training are piled upon the "formal" piece wherein people are gathered for a short period in one place. The pillars that make a training strong and hold it up are on either side of this: needs assessment./participant selection/planning before training starts and then follow-up after training is over.

The JUST ONE HARVEST SEASON SYNDROME

One representative of an international PVO once commented when faced with the 'barriers' of 4000 years of Javanese Culture:

"Well, we'll have trouble changing that in one harvest season"

Institutional memory is often short, as is institutional foresight (if such a thing exists). Many organizations constantly complain of a lack of staff, a lack of funds, a lack of facilities: is this the problem or is it that they want to bite off more than they can chew? Reach vs. grasp and all of that.

Funders also tend to get locked into thinking of only short term, discreet outputs which can sometimes hinder the development of more important capabilities and lead to rushed, "ASJAD" (asal Jadi) outputs. Timelines are forced onto field activities, and some efforts are left hanging at the end of the project timeframe so that staff can be moved to the next 'project'.

The "PENYAKIT RUTIN" SYNDROME

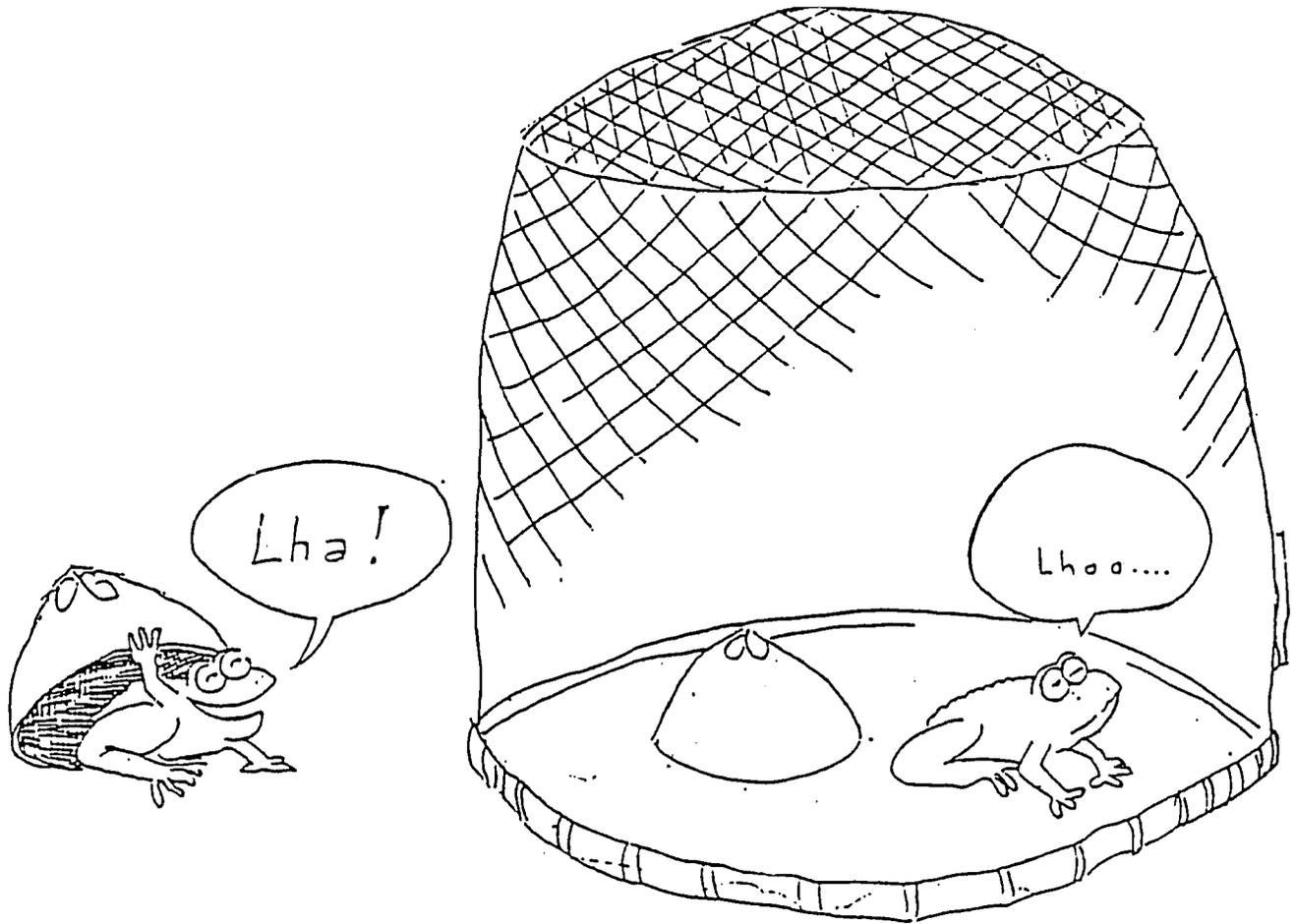
The 'Habitual sickness' routine occurs when trainers are so busy constantly training that they have no time for making revisions and improvements in their methods, curriculum, and materials. This is a problem because these folks are aware that changes need to be made, if only for the sake of 'refreshing' the trainers who get woefully tired of presenting "broken squares" again and again and again. Making changes and creating new materials takes a concerted effort, without which things sink back to their previous, routine, level. At the end of each training everyone swears that they will make changes for "next time", but when "next time" arrives the only things ready for presentation are "Yang itu itu juga".

The "PENYEBARLUASAN KETIDAKSEMPURNAAN" SYNDROME

This "dissemination of imperfection" syndrome hallmarks the current NGO training scene. Ironically, it is caused by technical inputs being heavily used! Top national trainers get weeks or months of heavy training, they train the next layer down in a shorter time, and those trainees train still more in even less time.....as a trainer said to me recently, "attend some of these fourth generation trainings, and you'll hear familiar words but you won't recognize the methods at all!". Within government programs this is caused by hierarchical layers, within the NGO community the spread has been horizontal and epidemic. "Participatory training" needs some remedial tightening-up at this point.

The "NOW WE HAVE A HANDLE ON THINGS!" SYNDROME

Applicable to this consultancy.....for the most part we learn how much we don't know!



THE END