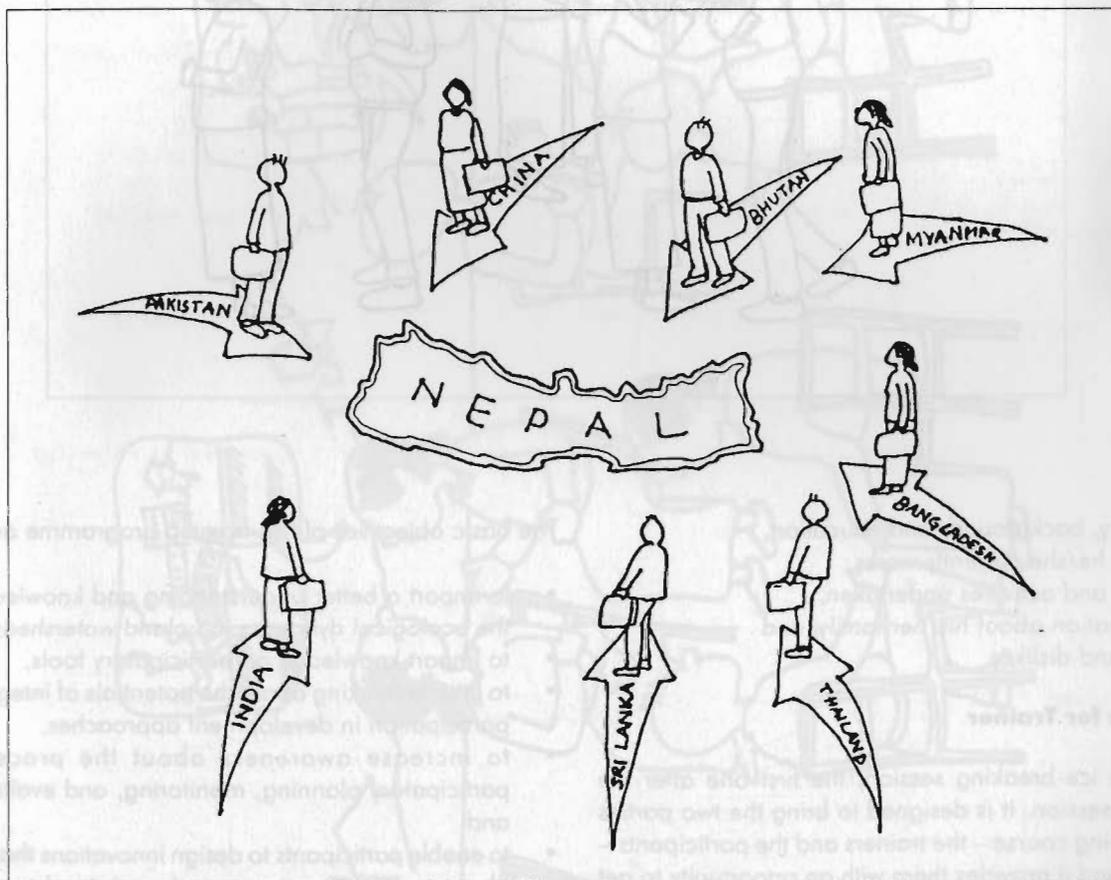


Session Plan One

Introduction and Expectations



Sub-session Title: Introduction of Participants

1. Objectives

Introduction of participants is essential so that they

- become familiar with each other,
- share information regarding perceptions and backgrounds, and
- appreciate the participatory approach adopted in the module to address a larger clientele.

2. Sub-session Outline

- To get acquainted with each other
- Who is who on the training module?
- Breaking the ice

3. Time: 30 minutes

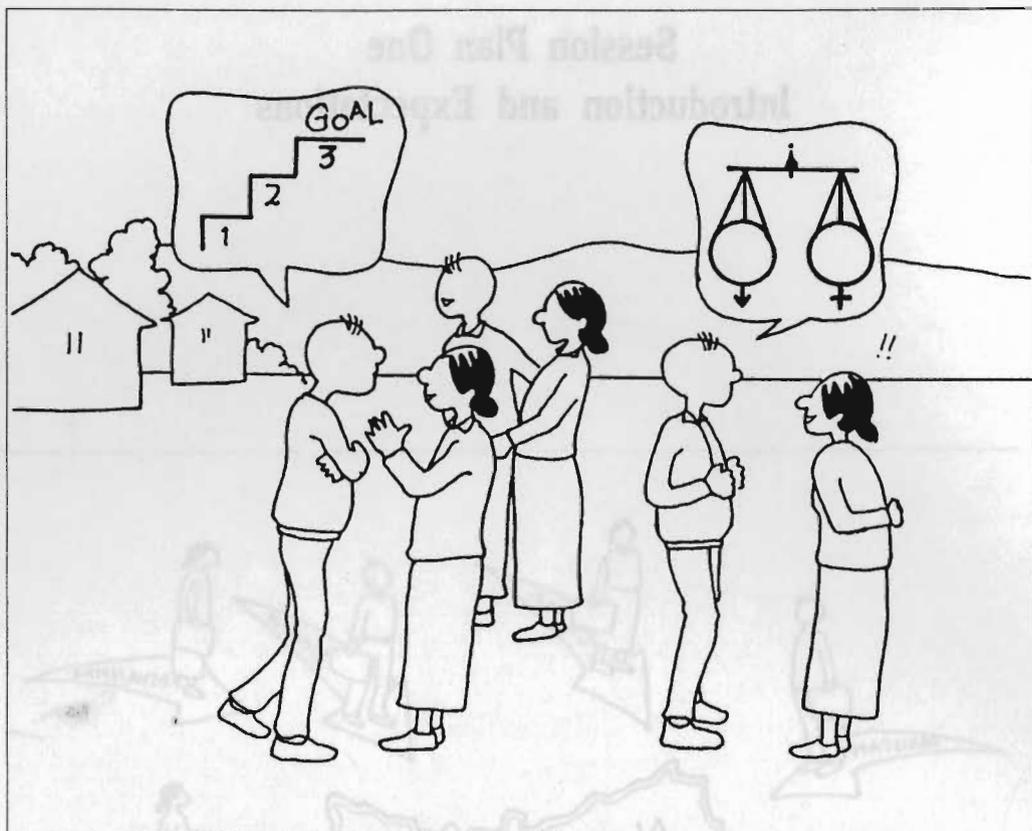
4. Assumptions

- Participants are arriving from different countries and cultural backgrounds.
- They have to work in teams and sub-teams on participatory exercises.
- The notion of participatory planning, monitoring, and evaluation starts with sharing information about each other.

5. Session Design

The participants will be requested to introduce the person next to him/her giving the following information:

- name by which he/she would like to be called,



- country, background, and education,
- where he/she currently works,
- duties and activities undertaken,
- information about his/her family, and
- likes and dislikes.

6. Notes for Trainer

This is the ice-breaking session, the first one after the inaugural session. It is designed to bring the two parties at the training course – the trainers and the participants – together, and it provides them with an opportunity to get to know each other. The mutual introductions immediately inject a small sense of participation right from the beginning, so that one tries to become acquainted with and talk about a person he/she has met before. This may provide some humour. It also offers participants a chance to say something in an interesting way. It is often effective as it is comparatively easier to praise or talk about someone other than oneself!

Sub-session Title: Introduction to the Course (PS)

7. Objectives

The Participatory Watershed Management Training in Asia (PWMTA) decided to undertake this training course for the following countries of Asia: Nepal, India, Bhutan, China, Bangladesh, Myanmar, Sri Lanka, Pakistan, and Thailand.

The basic objectives of this training programme are:

- to impart a better understanding and knowledge of the ecological dynamics in upland watersheds,
- to impart knowledge on participatory tools,
- to initiate thinking about the potentials of integrating participation in development approaches,
- to increase awareness about the process of participatory planning, monitoring, and evaluation, and
- to enable participants to design innovations that bring about participation in research and development.

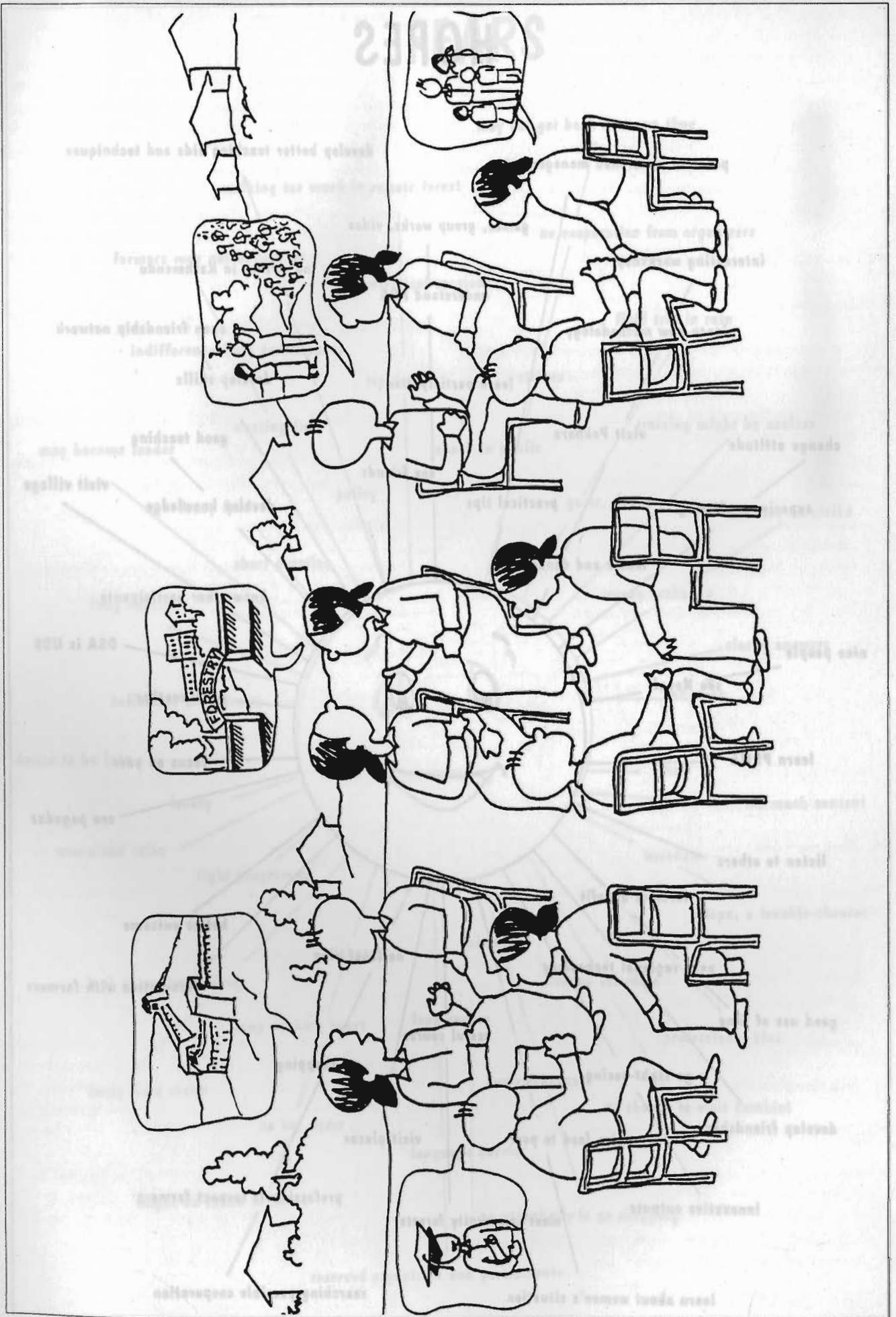
8. Sub-session Outline

- Need to address Participatory WPME
- What and for whom?
- Expected outcomes

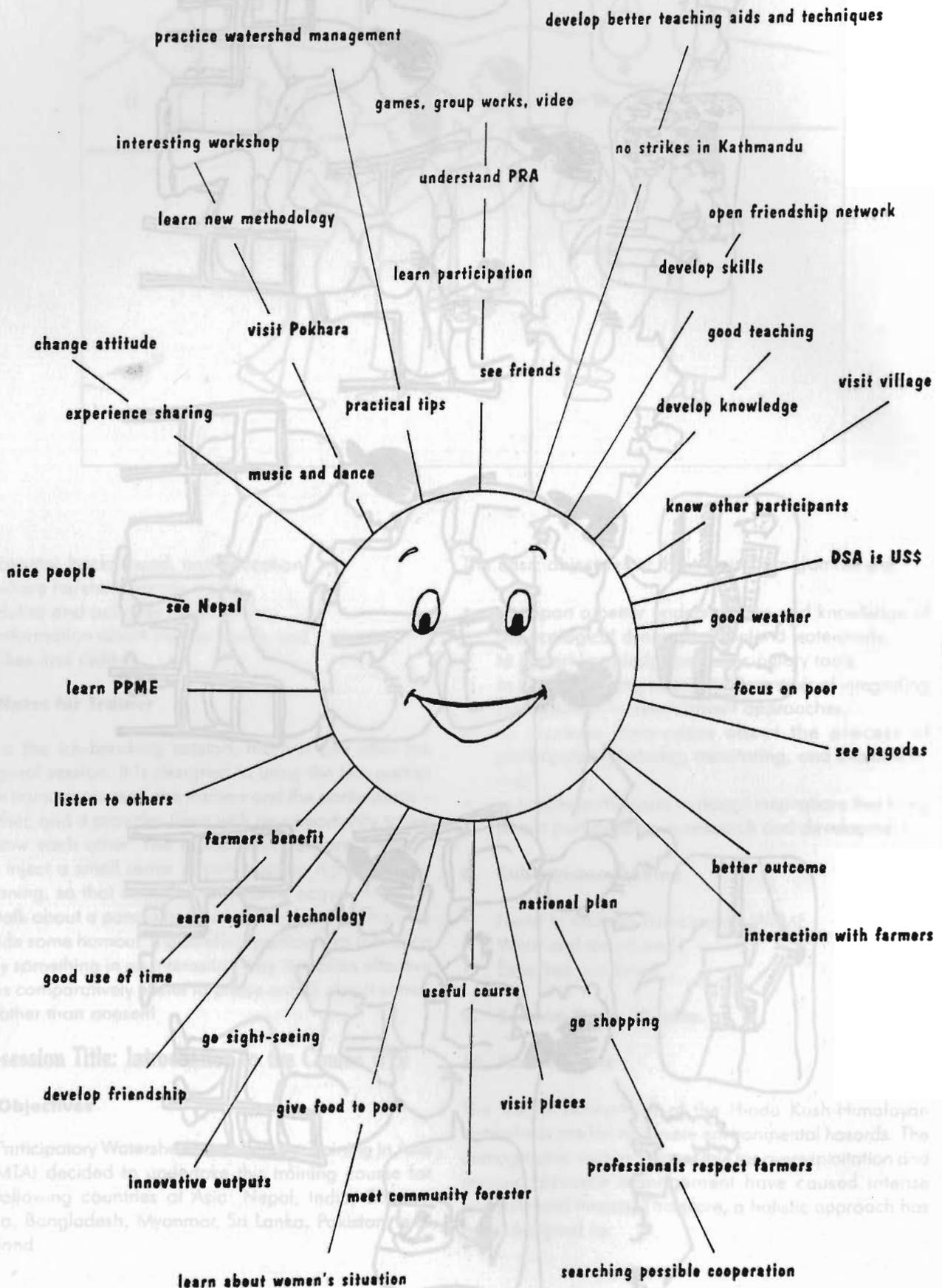
9. Session Time: 30 mins.

10. Assumptions

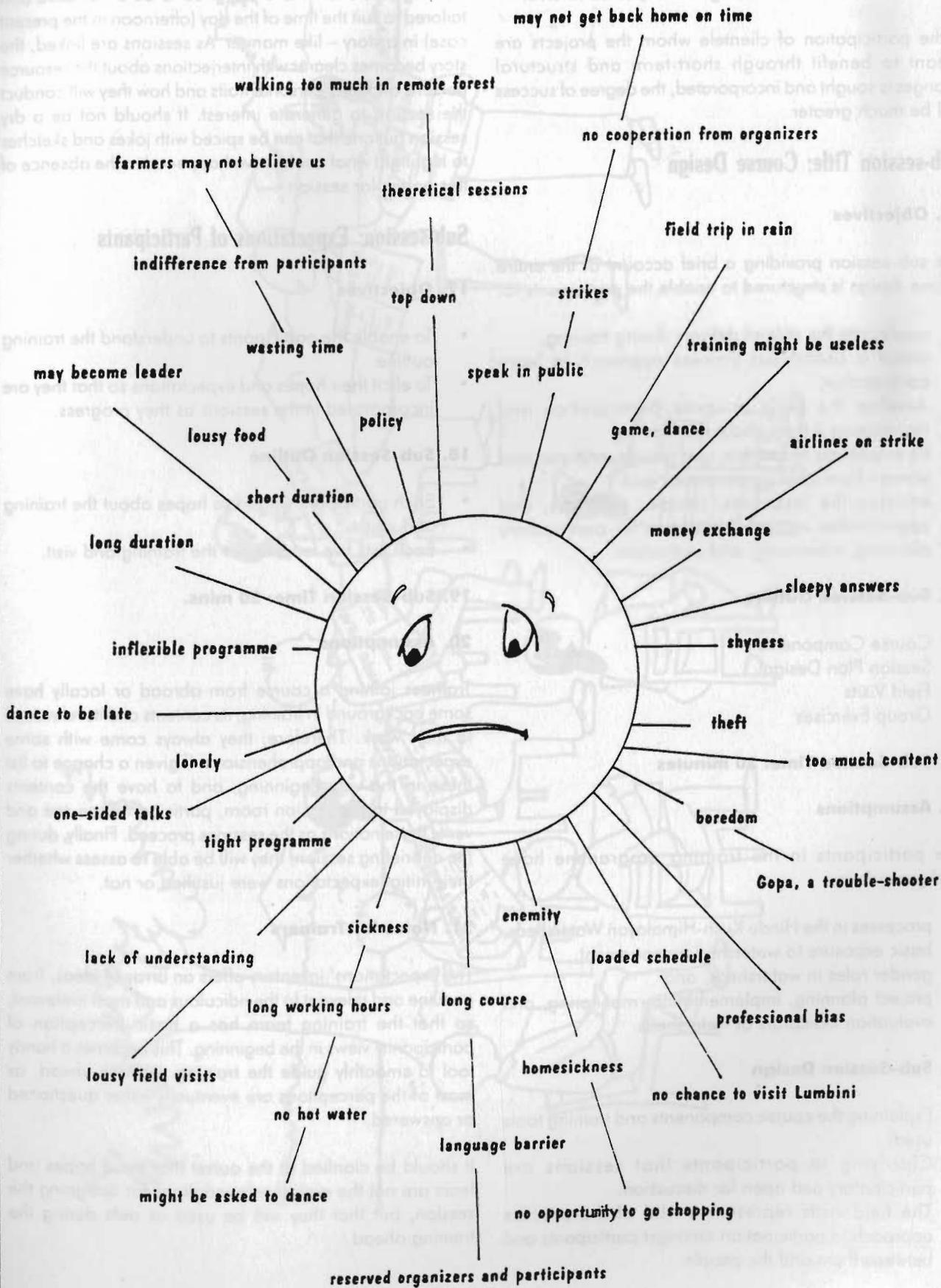
The fragile ecosystems of the Hindu Kush-Himalayan watersheds are facing severe environmental hazards. The demographic vectors responsible for overexploitation and myopic resource management have caused intense pressure and threats. Therefore, a holistic approach has been designed to:



HOPES



FEARS



- identify vital linkages,
- plan strategies suitable in space and time,
- implement the plans effectively,
- monitor the ongoing processes, and
- evaluate the outcomes against expected returns.

If the participation of clientele whom the projects are meant to benefit through short-term and structural changes is sought and incorporated, the degree of success will be much greater.

Sub-session Title: Course Design

11. Objectives

The sub-session providing a brief account of the entire course design is structured to enable the participants to:

- appreciate the style of delivery during training,
- adopt a continuous process approach to learn participation,
- develop the skills to invite participation and maintaining it throughout the training,
- be empathetic to farmers, user groups, and men and women from local communities, and
- envision the resources, people, practices, and opportunities around themselves for participatory planning, monitoring, and evaluation.

12. Sub-Session Outline

- Course Components
- Session Plan Design
- Field Visits
- Group Exercises

13. Sub-Session Time: 30 minutes

14. Assumptions

The participants in the training programme have backgrounds in:

- processes in the Hindu Kush-Himalayan Watersheds,
- basic exposure to watershed management,
- gender roles in watersheds, and
- project planning, implementation, monitoring, and evaluation indicators of watersheds.

15. Sub-Session Design

- Explaining the course components and training tools used.
- Clarifying to participants that sessions are participatory and open for discussion.
- The field visits represent a trial of the process approach to participation amongst participants and between them and the people.

16. Notes for Trainers

This sub-session is to provide a brief outline of the course; to unfold what lies ahead for the participants during the training sessions. This is designed to be a narrative and tailored to suit the time of the day (afternoon in the present case) in a story – like manner. As sessions are linked, the story becomes clearer with interjections about the resource persons and their personal traits and how they will conduct the session to generate interest. It should not be a dry session but one that can be spiced with jokes and sketches to highlight what could have happened in the absence of this particular session.

Sub-session: Expectations of Participants

17. Objectives

- To enable the participants to understand the training outline.
- To elicit their hopes and expectations so that they are incorporated in the sessions as they progress.

18. Sub-Session Outline

- Each participant writes five hopes about the training and visit.
- Each lists five fears about the training and visit.

19. Sub-Session Time: 30 mins.

20. Assumptions

Trainees joining a course from abroad or locally have some background in training, its contents and its relevance to their work. Therefore, they always come with some expectations and apprehensions. If given a chance to list these in the very beginning, and to have the contents displayed in the session room, participants can see and verify these notions as the sessions proceed. Finally, during the debriefing session, they will be able to assess whether their initial expectations were justified or not.

21. Notes for Trainers

The expectations' inventory offers an array of ideas, from genuine and relevant to the ridiculous and most irrelevant, so that the training team has a basic perception of participants' views in the beginning. This becomes a handy tool to smoothly guide the training sessions ahead, as most of the perceptions are eventually either questioned or answered.

It should be clarified at the outset that these hopes and fears are not the exclusive foundations for designing the session, but that they will be used as aids during the training ahead.

Session Plan Two
Concept of Participatory Development (PD)

