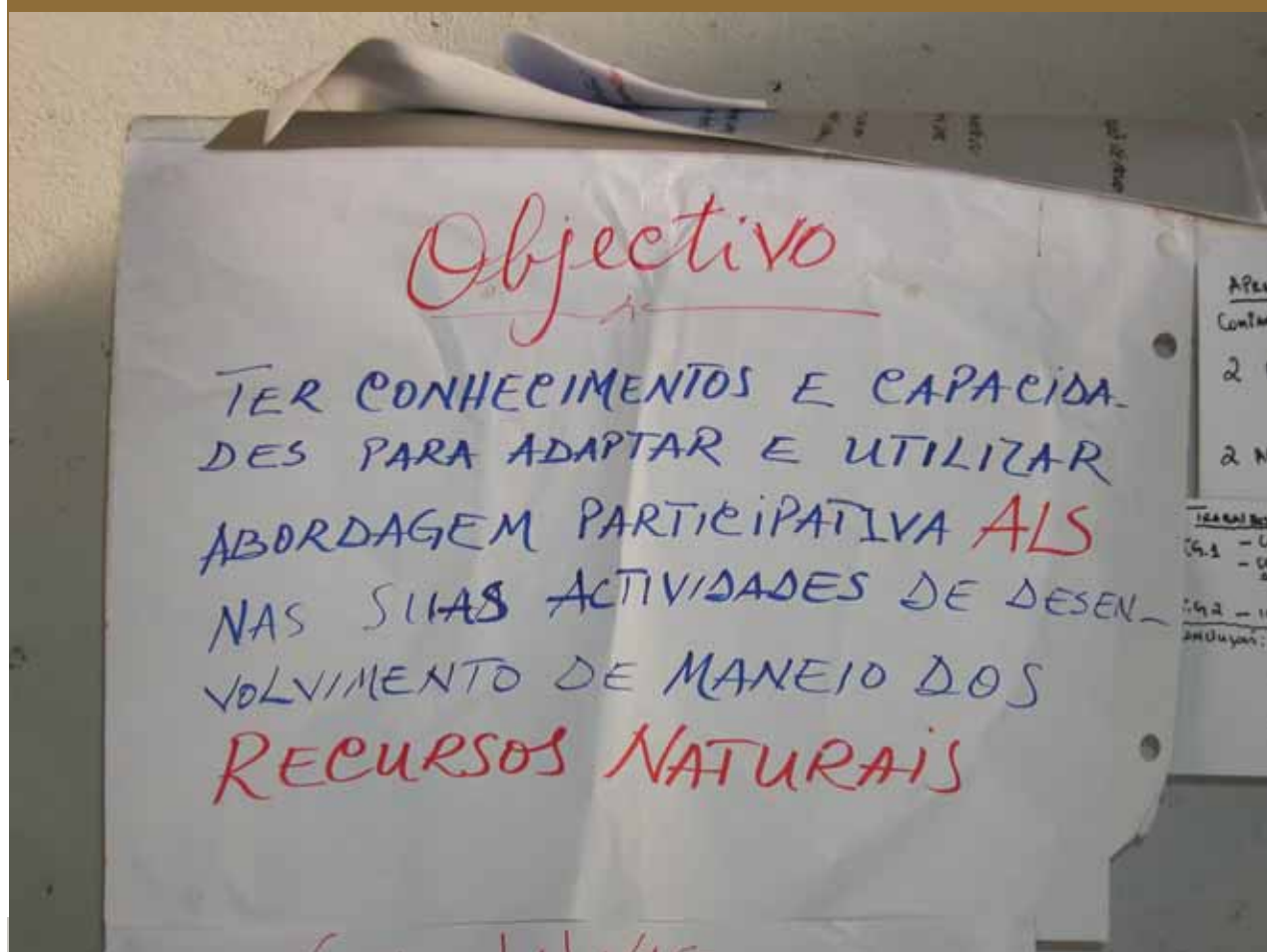# Training Module for ALS Moderators

Report on conceptual and methodological aspects of the first workshop in Pemba Metuge, Cabo Delgado, Mozambique, April 2005

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Training Module for ALS Moderators

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1   Introduction

Capacity building is an essential cornerstone of mainstreaming the ALS approach and enhancing the quality of its application. This was strongly felt by the partners involved in the two Mozambique pilot workshops introducing the Basic Module on "Sustainable Resource Management" in Cabo Delgado (Ngura 2002 and Mitepo 2004). As a result, they requested specific training to build capacity in moderation and application of the ALS approach.

During the 2 pilot workshops, the partners observed a lack of competence and experience in participatory learning processes, moderation skills and sustainable management of natural resources were observed. The ALS methodology was found to be an effective capacity building tool for local and external participants in the field of natural resource management, but also an approach that permits the integration of the interests and perceptions of various stakeholders. The partners concluded that this makes ALS a useful tool for NGOs and GOs dealing with capacity building and empowerment of local communities and technicians.

The experience in Mozambique underpinned the need to develop a concept for capacity building in addition to the main approach of using pilot workshops as an opportunity for moderators to learn on the job. Indeed, backstopping for such pilot workshops that often last more than 10 days is relatively costly and reaches only one moderation team. To disseminate the approach more widely, additional forms of capacity building are needed. The elaboration of a module specifically for the "training of trainers" in ALS appeared to be the most promising solution to respond to the needs identified and the demand expressed by the partners.

The ESAPP project Training Workshop for Moderators in ALS Approach in Northern Mozambique (E 504) was designed to respond to this demand and offered CDE the opportunity to address the challenge in a systematic way by developing a training module for ALS moderators and testing the draft version in Mozambique.

In the first phase of the project a draft concept for the module was elaborated by an experienced team (Ernst Gabathuler, Sabine Brueschweiler and Andreas Kläy). Based on this draft the 8-day test "training of trainers" workshop of was realised in Pemba Metuge, Cabo Delgado Mozambique in April 2005. The workshop was realised in cooperation with partners interested in increasing the didactic competence of the moderation team and in spreading the ALS approach by involving local organisations and universities active in training of trainers and education.

The final reporting on the project (E 504) will include the newly elaborated module for "training of trainers", a thematic report on the workshop, and the present methodological report, which specifically focuses on the methodological experience gained during the workshop and reflects on how to use it in order to better evaluate the potentials and limitations of the application of the module.

2 Preparation of the workshop

An important aspect of the whole process of implementing an integrated learning process such as an ALS workshop is to take into account, and reflect on, its contextual and procedural aspects. In the present case, the main aspects worth reflecting on with regard to methodology are major stumbling blocks encountered before and during the workshop, and how these were dealt with as part of the learning process. The difficulties encountered were:

1. insufficient strength of the partnership due to its very short history and to unexpected weaknesses of some partners;
2. unexpected last minute change of key participants and competencies;
3. major difficulties with logistics during the workshop.

The draft training module for ALS moderators was elaborated in the month before the Mozambique workshop. The preparation of the workshop logistics and the invitation of participants was part of the contract with GECORENA (Gestão comunitaria dos recursos naturais), who was originally the lead "agency" for the project. Actually, GECORENA is an umbrella network for exchange and coordination between organisations and institutions active in community resource management in Cabo Delgado. The terms of references and budget outlined in the contract for GECORENA were negotiated weeks before the workshop. Based on the information delivered by GECORENA, the Umokazi training centre was chosen as a venue for the workshop. The dates had to be adapted to the fact – unknown before – that Women's Day is celebrated in Mozambique on 7th of April. Therefore, we had to postpone the start of the workshop from 6th to 8th of April, maintaining the schedule for 8 working days.

The training integrated three levels of learning: 1) the ALS approach itself (which had to be described and illustrated to those who had not yet participated in an ALS Workshop), 2) the thematic focus on the concept of sustainable resource management (SRM), and 3) techniques in participative moderation. It was therefore not possible for a single individual to take over the responsibility for directing and moderating the workshop in Pemba Metuge. This is why CDE looked for capacity in training of trainers for the latter field of moderation techniques in participatory learning and action. Thanks to a hint from SDC Nampula we were fortunate to be able to contact Celestine Krosschell, who was working in Nampula for the SNV (Dutch Cooperation Agency). In order to extend the partnership approach also to the field of moderation and adult education we welcomed the participation of two lectures of the faculty of education of the Mozambique Catholic University (Nampula) in the workshop.

The preparations seemed to follow the planning: by mid-March already 11 participants were confirmed and further participation by additional organisations had been announced. But in the last weeks before the workshop, it was not possible for CDE to receive new information and a detailed list of confirmed participants. On arrival in Pemba in the late afternoon on Monday April 4, 2005, it became clear that the preparations for the workshop were not proceeding although the beginning of the workshop was so close. There was no contact with "confirmed" participants and no possibility for confirmed or interested participants to contact

GECORENA, nor was any further organisation of the logistics occurring. With the unannounced absence of the head of GECORENA, communication contacts and decision making were paralyzed. The only "confirmed" participant who was a representative of GECORENA had been appointed to keep an eye on the organisation of the workshop but without any means, clear indications, nor experiences with such a task.

The lack of management capacity and means was obvious. In this situation we made the effort to enable the representative of GECORENA – who was in a position neither to sign nor to perform the contract – to establish minimal logistics in order to avoid the cancelling of the workshop. Thanks to the personal commitment and responsibility of this representative it was possible to fulfil this task but two major problems could not be resolved:

1. Participation by part of the NGOs remained at a low level and there was no participation by official institutions in Cabo Delagdo .

2. The logistical situation for the workshop, already insufficient because of the management gaps in the Omukazi training centre, was additionally worsened by the lack of management capacity within GECORENA.

Nevertheless, we succeeded in opening the workshop at the time announced. Additional problems arose when starting the workshop, as the co-moderator fell sick and was not able to travel to Pemba on April 7 as scheduled for the preparation. Fortunately the two "assistant moderators" from the faculty of education of the Mozambique Catholic University arrived in the morning from Nampula by car.

Thus the topical and didactic preparations for the workshop took place with the help of a reduced and ad-hoc moderation team; moreover, preparations were limited to Thursday afternoon and evening only. Nevertheless the group succeeded in getting a moderation agreement ready and the workshop started in a heavily adapted but satisfactory manner. These initial difficulties taught the moderation team to work in an adaptive way during this workshop.

3 Workshop "Training for ALS Trainers"

The workshop started on Friday morning at the Umokazi training centre in Pemba Metuge, where accommodation and food were provided. Activities took place in a separate, simple hall in the seed production complex, a nursery about 400 m distant from the main training centre facilities. During the entire workshop, this distance proved to be beneficial given major and persistent problems with accommodation, hygiene and food: in walking over to "neutral" premises, the participants managed to leave daily problems caused by insufficient facilities and the centre's deficient management behind, and focus on their work.

At the beginning of the workshop, the co-moderator Celestine Kroesschell could not attend. The lead was taken by Andreas Klaey, but with major support in the moderation by the two lecturers in adult education from the Catholic University of Mozambique, Nampula. The workshop was realised on the basis of the module elaborated by CDE in advance but adapted to the specific situation and the corresponding learning process that took place.

The agreed work schedule contained morning sessions from 8 m to 12 pm followed by afternoon sessions from 2 to 5 pm. The working discipline was good despite frequent delays caused by the kitchen; indeed, participants often wished to extend activities beyond closing hours because they wanted to end a sequence before adjourning.

Friday, April 8th: first day (08:00 – 12:30, 3:00 pm – 5:30 pm)

Introduction (a modification of exercises 1.1 and 1.2 in the Module)

The reception for the arriving participants took place at the open dining hall, where a breakfast was served at 8 am. From there we walked to the meeting hall and opened the workshop following an adapted programme for the first day. This included:

- Reception, welcome by the inviting organisations and programme.
- Objectives and programme of the training,
- Short introduction by each participants
- Organisation of logistics
- Participants' expectations: what and how to learn
- Ex. 1.3 Learning in a local context

First the inviting organisations (GECORENA, CDE/ESAPP, SNV, Catholic University of Mozambique were introduced. After recalling the objectives announced in the invitation a general programme for the whole workshop and a programme for the day were introduced. A brief individual introduction of the 13 participants present at the time was followed by a discussion about organisational and logistical questions, including the timetable.

The topical work was started using the following questions:

- What would I like to learn during the workshop?
- How would I like to learn?
- What are the conditions needed to do so?

The responses of participants to the first two questions (noted on cards) corresponded well with the objectives and planned programme. The process of structuring the topics took some time and required an additional step to interrelate the individual formulations in which every participant indicated with what other issue his or her expectations were most complementary or similar. An in-depth discussion finally brought up a well-structured response to the first two questions. No precise rules to follow during the workshop were formulated, contrary to what had been planned, because the implicit orientation for the workshop was sufficiently clear according to the expectations expressed by the participants about how they wanted to learn. (time spent: 2 h)

Exercise 1.3: Learning in a local context

Lunch was served only at 2:15 pm; thus we started the afternoon programme at 3:00 pm with **exercise 1.3,** "learning in a local context". Given the small number of participants, we only

made two groups. The first group ended up doing only the interviews about resource conflicts in the nearby village, coming up with ideas for solutions. The second group conducted a discussion on described resource conflicts based on theoretical knowledge, and proposed well-structured ideas for solutions; they also made field observations in a nearby location on resource degradation caused by uncontrolled sand extraction, and developed ideas for solutions. The work in the group took two hours and we succeeded in finishing with a brief feedback by participants which showed that the workshop had started well, despite all the management, organisational and logistics problems mentioned.

Saturday, April 9th: second day (08:00 am – 12:10 pm, 2:00 pm – 5:15 pm)

The moderators presented a brief summary of the first day and introduced what further reporting needed to be done by the participants.

The continuation of **exercise 1.3** was difficult because one group had not worked with both approaches described in the exercise; therefore the comparison between the "theoretical" approach and the observation and interaction with stakeholders could only be based on the experience of one group. Nevertheless the exercise allowed an in-depth debate on the methodological differences between induction and deduction in the perception and establishment of a paradigm. Concretely, the importance of the impact of uncontrolled sand extraction on farmers' livelihoods lead to a reflection on the institutional gaps in resource

management, and the need to take action within civil society. While the problem of specific perception of communication by stakeholders was not discussed, the difficulty of doing interviews without explaining the reasons to the community was raised. Despite the incomplete application of exercise 1.3 – caused partly by the fact that the task was rather complicated for the working group – the exercise allowed the whole group base its reflections on a practical foundation. Thanks to the examples, at this early stage we reached quite some depth in our topical discussion on resource management. The total time spent for ex. 1.3 was 4 hours.

Exercise 1.4: Learning through Theme-Centred Interaction (TCI/TZI)

The introduction to **exercise 1.4** raised two major difficulties. Initially, the reflection on individual values and their relation with the following issues was not well understood by everybody; but the graphic technique presented was found useful by the majority of participants. To be well received, the concept of values requires a locally specific introduction, and the visualisation technique has to be introduced in detail to be understood by everybody. Concretely, we spent 3 hours on ex. 1.4, with very good discussions about the influence of individual and common factors on the learning process. The experience of the participants showed that the quality of a learning process can increase by overcoming limiting factors. But the process may also break down if one or several factors disturb the process too much for some participants or even the whole group. The concept of the exercise is sophisticated and thus difficult to handle, but was found to be very pertinent.

Exercise 1.5: Create a favourable learning environment

The **exercise 1.5** was substituted by the ad-hoc idea of asking the participants to present their experience with tools that had allowed them in the past to stimulate a good atmosphere for learning. Some participants of AMA (Associação do meio ambient) introduced the metaphor of the "African Stove", in which the three stones on which the pan is balanced represent access to resources (land ownership), economic benefit, and responsibility for the environment. The pan on the three stones contains the community's development, enhanced by the firewood representing development agents. The potential and limitations of this concept of 'sustainable rural development' were discussed, leading to the conclusion that such a simple model is quite useful to introduce a concept and structure it in a simple way, but eventually has to be revised and supplemented by other concepts to lead into a comprehensive perception of development in a specific situation. Indeed, the example discussed seems to be often used as a dogmatic argument to avoid learning steps that would allow in-depth exploration of the subject of sustainable rural development, in order to "jump to conclusions", so to speak, and intervene directly in the local context, without considering further impacts related to such an intervention.

The daily evaluation by all participants showed general satisfaction with the ongoing learning process at both the individual and the group level, despite the logistical problems which continued to cause discomfort and disruption.

Sunday, April 10th: third day (08:00 am – 12:30 pm, 2:45 – 5:15 pm)

Interaction (based on Theme-Centred Interaction or TCI)

Saturday in the evening, when the moderation team met to prepare the activities of the following day, I was informed that for many participants, including members of the moderation team, the lack of wellbeing in the Umokazi training centre was severely affecting the morale and thus hampering the learning process. Concrete complaints concerned the lack of hygiene in the kitchen and bathrooms, the lack of secure drinking water, the quality of the food (doubtful dishes, beans twice the same day, etc) and the exposure to mosquitoes during the whole night. This growing unease and strong personal perception of the uncomfortable situation revealed that the disturbance of the training workshop by the poor logistics had to be addressed.

Methodologically speaking, part of the ALS approach is to enable participants to address such disturbances. In the present case, the following approach was chosen:

1. Introduction of the need to modify the programme in order to decide how to face the disturbance.

2. The methodological approach of Theme-Centred Interaction (TCI, Themenzentrierte Interaktion / TZI).
   Recall of the elements of the approach already introduced and the method of reflecting on individual values. In order to challenge the participants and their individual responsibility, the axioms and the postulates of the approach were introduced by using our situation as an example. The problem was defined as consisting in overcoming the factor that was hampering the learning process, i.e. the of lack of wellbeing of the participants, which had turned into a factual disturbance to be resolved by removing external and internal limitations.

3. Discussion of thematic aspects of the question "How far do the physical conditions hamper my wellbeing and the wellbeing of the group?"

4. Discussion of thematic aspects of the question "What are the external limitations we can overcome and what are the means to do so?"

5. Decision about continuing or breaking off of the training.

6. Procedure to overcome the limitations.

The discussion in phase 3) showed that the problem was really concerning the physical conditions of the venue and the group was feeling well and satisfied of the training and thus very motivated to go on. In discussion 4) the difficulties felt were addressed and the group quite quickly found suggestions how to overcome some of the main difficulties. Therefore, the group clearly decided to go on with the training after resolving or mitigating certain insufficiencies with the means actually available. The decision was strongly supported by all of the participants except one participant who felt too sick to remain under these conditions. Among the measures decided to resolve the problems was the appointment of the sole representative of GECORENA as logistical coordinator. The consequence of this decision was that this person could no longer participate in the training.

The whole procedure to overcome the threatening conflicts took 4 and a half hours, of which 3 and a half hours of group discussion. This half day allowed to practice the TCI approach in a very sincere and realistic mode, providing proof of the performativeness of the approach and showing the need for authentic moderation to lead to learning processes capable of supporting the transformation of a highly conflictual constellation.

At the end of this morning session the main moderation partner arrived from Nampula. After an other late lunch we proceeded with the normal programme only at 2:45 pm.

Exercise 2.1: How to introduce a topic

The focus of **exercise 2.1** was slightly adapted as well (the change of moderation after a short time seemed us not apt to enhance the learning nor for the moderator nor the group), to the topic "To what degree are poor people alone responsible for their poverty?" The exercise worked very well and the topic led some participants to heat up in the discussion and insist on their reasoning. This in turn allowed to show the importance of reflecting on specific observations and the perceptions and normative reference system they are based on, then to agree on an adaptation of the norms.

The day's evaluation showed very high satisfaction with the whole day and the will of the group to go on with highly individual commitment to the remaining common learning process. Not only the importance of the day for the continuation of the training was fully confirmed, but there was also agreement and reflection about the high learning potential in the group.

Monday, April 11th: fourth day (08:40 am – 12:10 pm, 2:20 – 5:50 pm)

Exercise 3.1

After yet another late breakfast, everyone presented themselves in a short initial exercise, also repeating the names of participants who had already presented themselves. The summery of the previous day was read out by a participant. With the **exercise 3.1** the main part of the workshop (3) elaborating and testing of exercises and training of moderation by practising was initiated. This constant work on at least two levels is demanding an take at the beginning more time. The introduction of the exercise was made with a plenary discussion on the question "What are natural resources?". A following activity in two groups to give examples and a definition of renewable and non-renewable resources took more time than expected because of important gaps in the knowledge of most participants in the fields of natural science and resource management. Thus in the afternoon a role play and a tale were elaborated. The evaluation of the day showed interest and satisfaction with the ongoing programme but brought again complains over the time management troubled by the delay of the kitchen.

Tuesday, April 12th : fifth day (08:20 – 12:30, 14:15 – 17:15)

After the normal opening procedure consisting the yesterday's summery the elaborated exercises for a role play were exchanged. In our group the distribution of roles for the role play was already quite difficult as some participants needed extra support to take over major roles such as the moderation or the expert role in the play. The task of the observing group during the application of the role play and the presentation of the tale was unclear what led to a position of some of the observers feeling and evaluating like experts knowing better what happened and not considering the perception of the acting participants. The tale was on forest fires and the role play on land tenure. The reflecting discussion afterwards brought up important elements and aspects. A major methodological point was the differentiation of a little theatre and a role play as methods for group learning the first one serving as a mean for a lively input and the second for putting the actors in improvisation of a role and thus perceiving in the interaction how may feel and look like this particularly role. The whole exercise 3.1 finally took about 7 working hours.

Exercise 3.3 to 3.4: Data collection

Exercise 3.3 on data collection about resource users starts introducing the distinction of different functions of a resource. The differentiation was made visible in a form suitable for the work with illiterates marking the matrix of the interrelation between different functions of the same resource with symbols in the sand. This application of a method to work with a quite intellectual approach using non literate symbols in a matrix representing the interrelation between different users respectively functions of NR allows to integrate illiterate participants.

The elaboration of exercises for data collection was done in two groups working on issues in NRM identified during the workshop so far: Land use in the area of sand excavation and Land use in the community of "Nampula". The exercises were elaborated and exchanged for the application. The set-up was doing well but the application – the data collection in the field or in the village needed more time then allocated. Animation sequence some times are time rather consuming but helpfull to maintain the flow.

Wednesday, April 13th: sixth day (08:15 – 12:30, 14:00 – 17:30)

The results of the two group collecting data based on elaborated exercises allowed again good reflections but much discussion time was spent on the topical issues of resource management and conflicts. But also methodological aspects were discussed and thus the following topic introduced but the difficulties of the very heterogeneous group to create a common understanding by discussing methodological questions became obvious. Here it would be important to enable each participant to make his own mind up even in situations with not harmonized perceptions. The time spent on Exercise 3.3 was totally 5.5 h.

Exercise 3.7 to 3.8: Data analysis

Exercise 3.8 was applied in 2 groups only and by doing in the groups directly the working group based on the observations made in the last exercise without designing first an exercise for doing the task of problem identifications and analysis of the causes. In the discussion the emphasis was mainly on the issues and the different understandings elaborated – a certain tendency to insist on the own gained opinion raised. But after an interval it was possible to address also the methodological questions of the data analysis and interpretation. The exercise was simplified leaving out the visualisation of chains of causes just doing an normal problem analysis by exchanging and recombining different perceptions gained so far. Even with the reductions in the procedure and the methods used the work took 4,5 hours.

Friday, April 14th: seventh day (08:10 – 12:40, 14:10 – 17:20)

Exercise 3.5 to 3.6: Presentation of results

Coming back to **exercise 3.5** after having done exercise 3.8 was more logical to address the issues that emerged. The introduction was based on the experience of one of the participants who had already worked with the story of the goats in an ALS Basic Module pilot workshop. The elaboration of the topics was reduced to role plays not only to gain knowledge but also experience of the situation. The elaboration of good guidelines for a role play is a difficult and demanding task which was not possible to do in a really satisfying manner during this workshop. But learning how role play works was enough, especially also learning from the experience of having to bear the consequences of inadequately drafted guidelines in the application. In fact the exercise with the emphasis on the role play was much more oriented towards the recognition of results than to their presentation as more or less recognised facts. The discussion on the issues ended on the importance and difficulties of the application of role play to support capacity building in organisations and institutions. The methodological conclusions focussed once again on the important difference between a theatrical presentation and a role play: the first is oriented towards informing by amusing the public and the second aims to offer a space for experiencing interaction between stakeholders and actors involved in a specific issue. Here again during the plenary sessions the moderation was given to a participant in order to offer him experience in moderating and allow him to receive feedback from the other participants. The time spent on exercise 3.5 was 4 hours. We ended the day by presenting existing material on the compact disk distributed for application of the concept, as well as for making use of the methods in the own institutional setting after the workshop.

Exercise 3.10: Using the results

Based on the thematic results collected in the exercises so far we focused the last thematic part on formulating and visualizing conclusions by adapting **exercise 3.10**. The task for the same working groups was to exploit conclusions in the form of key messages or a schematic structure. The results of this work made visible once again that there is a difference between capturing perceptions and referring to one's own reasoning in communicating about these

perceptions. The importance of a communicative attitude and a good social climate became evident and was addressed. So the differences between the participants were discussed and shortcomings were recognized.

Saturday, April 15th: eight day (08:00 – 12:20, 14:00 – 15:20)

Exercise 4.1: Documentation of the workshop

Since we failed to do the documentation during the workshop as proposed in the guidelines, we decided to make an effort to collect the existing material and elaborate a common documentation. In a reduced application of **exercise 4.1** aiming to collect the basics, after a general introduction we distributed the task among four working groups. After the presentation of the documentation of the whole workshop a brief discussion on the aspects proposed in exercise 4.1 allowed us to reflect on the difficulties of establishing a good documentation during a learning process, and on the importance of this documentation in order to enhance it's the impact of the learning process. In fact, the differences between the individual perceptions of, and positions in, the learning process seemed to constitute limitations for the learning process, which was reflected in the documentation. In order for the documentation to enhance the impact of the learning process, such limitations have to be attenuated. Concretely, this means that we should use TCI again in order to find situational best practice by addressing the issue.

End: Completing and evaluating the workshop

The last session started with the opportunity to discuss open questions, giving room for finishing and completing topics.

The evaluation reflected once again the difficulties caused by the very heterogeneous experience and educational background of the participants, and the fact that there was partly too little competence developed to handle this limitation in the individual learning process. The introduction and support during a workshop should address this difficulty more efficiently. Nevertheless in general all participants were able to overcome such limitations during the workshop, but of course it was easier for already better educated individuals. The strong point of the approach was perceived as precisely that: it ensures an integrative learning process involving and improving everyone's intellectual, emotional and social capabilities. The feasibility of the approach and the design of the module was confirmed by the fact that all participants felt they had succeeded in progressing with individual learning. It was clearly stated that in spite of the deficient accommodation and other logistical aspects, the workshop was a full success and the individual commitment to stay under and despite these conditions had been a good decision that no-one regretted.

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