

CHAPTER 2

Training Program and Modules



STD training of trainers workshop, February 2019, CdeO. ©XSF

Introduction to the Training Modules and How to Use It

The training modules were developed to provide the general concepts, technical terms, processes, and procedures in implementing STDM and participatory enumeration.

There are six (6) modules presented in this training guidebook covering the following topics:

Module 1: Introduction to Secure Access to Land and Resources (SALaR) and its Project Proponents;

Module 2: Introduction to Baseline and Household Survey Questionnaire;

Module 3: Introduction to STDM and Handheld Devices;

Module 4: Documentation on Lesson Learned;

Module 5: Coaching and Mentoring; and,

Module 6: Practicum.

Each module outlines the program flow as facilitated in the field. The modules in terms of materials, examples, and methodology may be modified based on the context of the communities and participants.

Lists of references are also shared for a more in-depth research about the topics. Graphics and illustrations are designed to support the learning of every participant combining visual and narrative information.

The time allotment per module will depend on each topic. Some topics require more time while some less. The approximate time per module will run to one (1) hour minimum and about five (5) hours maximum.

The Training Program

The training program flow may vary depending on the number of days allotted per module and for the entire training course. The program design presented here is a three-day activity based on the actual course conducted by ANGOC and XSF.

Essentially, the course covers: (a) general program orientation and introduction of participants; (b) training proper; and, (c) practicum and culmination. A concept note is developed to outline the purpose of the training, daily activities, and people responsible for running the event provided. (*Refer to Attachment A for the Sample Concept Note*)

Conducting the training program requires logistical and secretariat preparations. It is important to have a venue that is accessible and conducive to learning, as well as a community that is willing to host the said training course. Field application or practicum is necessary and highly recommended when implementing the STDM to ensure that participants are able to apply hands-on the knowledge and skills presented during classroom lectures.

Moreover, training participants must be willing to learn, and staff should be readily available for consultations.

Learning Objectives

At the end of the training-workshop, the local enumerators will be able to:

- understand the general concept of the GLTN-SALaR project, including its implementing local partners and other stakeholders;
- acquire the necessary knowledge and skills to conduct household enumeration, basic mapping and use of GIS, encoding, data analysis, and certificate generation; and,
- actualize the knowledge and skills through a practicum on participatory enumeration and conducting a baseline survey.

Table 1. Module Overview

# of hours	Session	Remarks
4 hours	Preliminaries	Prayer Ritual, House Rules, introduction of participants, expectation-setting, team-building
30 mins	Intro to SALaR and its Project Proponents	Presentation of project overview
3 hours and 15 Mins	Intro to Baseline & Household Survey Questionnaires	Composition of Baseline and Household Survey Questionnaires
4 hours and 30 Mins	Introduction to STDM and Handheld Devices	Introduction to STDM Familiarization of field devices: a) Camera b) GPS c) Desktop & Software d) Tablet & Software
1 hour and 30 Mins	Documentation on Lessons Learned	Writeshop and <i>Dos and Don'ts</i> in Documentation
3 hours	Coaching and Mentoring	Recap of lecture notes; practice mapping and Interviewing
4 hours and 30 minutes	Field practicum with Debriefing and Evaluation	Actual field application; household interview, mapping

Preliminaries

Arrival and billeting of training participants must be ensured by the implementing staff. Accommodations are to be prepared ahead of time and room assignments are to be set in place. Depending on the context, this stage of the program will vary accordingly. In the case of the SALaR project implemented by ANGOC and XSF, a prayer ritual may be performed since the project is conducted in partnership with the indigenous peoples (IP) of Bukidnon.

The prayer ritual is led by the tribal ritualist together with the tribal chieftain and members of the Council of Elders. The ritual is performed with an offering of the blood of a native chicken. The training participants, staff, and community members must partake in the offering.

An assigned facilitator may direct the training participants to the training hall where house rules, safety protocols, and other general guidelines are presented.

Module # 1: Introduction to SALaR and its Project Implementers

This module presents the overall objective of the global project Secure Access to Land and Resources (SALaR) implemented by the Global Land Tool Network (GLTN) in partnership with the ANGOC and XSF in the Philippines.

It highlights the importance of land and how it relates to poverty and hunger. The project hopes to increase food security and heighten secure access to land through the use of land tools, as well as capacity development for partners and other stakeholders. It includes women and youth in various project activities emphasizing the importance of their participation and how this benefits community engagements.

The module includes a short background about ANGOC and XSF as local implementing institutions. It emphasizes how the project aligns with the vision and mission of both institutions, paving way to enhance the tenurial security of indigenous smallholder farmers in the province of Bukidnon, Northern Mindanao, Philippines.

It outlines the five components of the project as follows: (a) Land Tools Implementation; (b) Capacity Development; (c) Fostering Multi-stakeholder Dialogues; (d) Knowledge, Learning and Dissemination; and, (e) Coordination and Management.

Box 1. Module 1: Introduction to SALaR

Duration: 30 minutes
Materials Needed: Visual aid (power point presentation)

Outline:

Overview of SALaR Initiative

- Importance of Land
- Global Hunger Map
- Status of Land Tenure and Property Right
- What we hope to achieve
- Ways of achieving our goals
- Inclusion of women and youth

Presentation of the Philippine SALaR Project

- Project Background, Specific Objectives
- General Project Components
- Context and Background
- Project Partners
- Lessons Learned

Module # 2: Introduction to Baseline and Household Survey Questionnaires

This module presents the tool used in the conduct of household enumeration. A Baseline Survey Questionnaire (BSQ) and a Household Survey Questionnaire (HSQ) were developed for this purpose.

Both questionnaires both have similar contents but vary in terms of application and purpose.

Box 2. Module 2: Introduction to Baseline and Household Survey Questionnaires

Duration: 2 hours and 30 minutes

Materials Needed: Visual aid (power point presentation), metacards, masking tape, markers, LCD projector and screen, speaker and microphone

Learning methods: Lecture, workshop, testimony, and simulation

Session Objectives: By the end of the session, the participants should be able to:

- assess the important relationships between the enumerators and respondents;
- discuss and deliver the content of the BSQ and HSQ effectively; and,
- outline and familiarize the contents of the BSQ and HSQ.

Session Outputs:

- Deeper understanding and appreciation of the tools – BSQ and HSQ in the conduct of participatory enumeration.
- Participants become confident in building ownership towards the project.

Procedure:

Start the session by giving each participant a copy of the BSQ and HSQ. Instruct them to place it face down on the table. Then the facilitator will also distribute three (3) colors of metacards randomly to the participants (e.g., pink, green, yellow). Ensure each participant has one metacard. Explain to them that each metacard will correspond to one question.

The questions to be answered are: (1) What do you think are the roles and responsibilities of the enumerator to the respondents? – Pink metacard, (2) What do you think are the roles and responsibilities of the respondents to the enumerators? – Yellow, (3) Do you think an enumerator can help his/her fellow community? How? – Green.

Set a non-threatening environment so that the participants will be open to answer.

Assure the participants that there is no wrong answer, and that they are entitled to give their own opinion. Allot five minutes to answer the said questions. Then, ask them to group themselves according to the color of their metacards.

The participants will then be given another five minutes to collectively discuss their answers. Each group will assign one presenter. The presenter will be given three minutes to present the group's answer to the plenary. The facilitators may then proceed to the lectures.

The facilitator will show the enumerators the contents of the BSQ and HSQ. During the presentation, ask and encourage them to participate by asking them what the possible questions the BSQ and HSQ could contain.

Gain participants' interaction by letting them read the PPT slides. Give them time to ask questions and answer each question. The session will end with a question-and-answer portion.

Outline:

- Introductory Part
- Location of the Respondents
- Enumerator's Data
- Respondent's Data
- Family Members' Data
- Household's Data
- House/Structure Data
- Garden
- Home Lot Ownership Data
- House Structure Ownership Data
- Tenurial Types Occupied
- Farmland Ownership Data

How to conduct the Participatory Enumeration

The facilitator shall present the *Dos and Don'ts* that every enumerator must keep in mind in conducting the participatory enumeration. It outlines the key items that every enumerator must remember before starting to administer the interviews; reminds them to carry with them good manners and respect in visiting other people's homes; and, prompts them to ensure safety at all times and abide by health protocols as needed.



Enumerators are encouraged to wear presentable clothing whenever they do an interview. Included in the checklist are things to bring during fieldwork: enumerator's kit, bottled water, cap, raincoat, umbrella, boots, and jacket. They are advised to also review the questionnaire beforehand to ensure familiarity with the items.

Pens, pencils, a notebook, a sharpener, and devices like a camera, a tablet, and a GPS, medicine kits, extra batteries should likewise be readily available. It is important that enumerators wear their issued field IDs every time they go on field work. A semi-filled up questionnaire, which includes the essential details of the enumerator, must be done in advance to manage interview time.



It is emphasized that in the questionnaires (BSQ and HSQ), the items marked with an asterisk (*) are required to be filled in. Specific details like the name, date, time are required. In circumstances when the respondents could not provide specific responses, or if the question does not apply to the respondent, "N/A" may be indicated.

Enumerators may show the sample certificate for the information of the interviewees. Questions that are difficult to respond to must be rephrased in order for the interviewee to better understand it and provide a definite response. An enumerator must also take down notes. Enumerators are also advised to inform their respondents about the Privacy Act, and assure the respondents that all data gathered will be kept confidential by the project team.

Before leaving the interviewee's house, the enumerator/s must check if all questions have been answered. Photo files and GPS files must be saved accordingly before moving to the next house.

The Baseline Survey Questionnaire

The BSQ has an introductory spiel to guide the enumerators. The BSQ is composed of nine (9) parts:

- enumerator and respondent information;
- household member profile;
- house, homelot, and farm ownership status;
- source of livelihood/income;
- source of food and perception of food and nutrition security;
- perception of tenure security;
- perception of community problems;
- involvement of youth in land; and,
- involvement of women in land.

(Refer to attachment B for the Sample BSQ).

The Household Survey Questionnaire

Similarly, the HSQ has an introductory spiel to guide the enumerators. The HSQ is composed of 12 parts:

- respondent's location details;
- enumerator's details;
- respondent details;
- household member profile;
- household details;
- house details;
- garden details;
- homelot tenure;
- house structure tenure;
- type of farm lot;
- farm lot tenure; and;
- farm production.

(Refer to attachment C for the Sample HSQ).

Module # 3: Introduction to STDM and Handheld Devices

This module presents the basic introduction to the STDM and the handheld devices used to facilitate the mapping and survey of land areas during participatory enumeration.

Global Positioning System (GPS)

A Global Positioning System Device or GPS is a gadget that was invented to make use of the satellites constellations in orbit to conduct navigation, location, and mapping. This form of technology was mainly used in military applications and was developed by the USA Department of Defense in the 1970s before it was released to the public for commercial use in the 1990s. Today, the GPS technology is widely available for use.

It is built-in our smart phones and tablets to help us navigate unfamiliar locations, and even to track our loved ones in case of emergencies. However, a dedicated GPS device such as the one used in the SALaR project is much more reliable than a tablet or smart phone.



Local enumerators training, Bukidnon, April 2019 ©XSF

A GPS navigation device, or also known as GPS receiver, is capable of receiving information from satellites to calculate the device's geographical position. With the use of appropriate and reliable software, the device can display the position on a map installed within the device, and also offer general directions or routes where the user/operator can go take in order to reach a desired location.



Local enumerators training, Bukidnon, April 2019 ©XSF

The device can record and or store GPS system location or coordinates with real-time information and weather conditions anywhere on or near the Earth. However, the device requires an unobstructed line of sight at least three or four satellites for better signal or reception and can be improved further if more satellites are detected by the device. Areas such as highly urbanized areas with huge structures or areas with a dense tree canopy

cover will tend to make it difficult for the device to be locked on to satellites on the account of no clear line of sight, therefore the device must be first be given time to acquire a strong reception for the accuracy to be at its optimum. (Refer to attachment D for the GPS User's Field Manual).

Personal Desktop Computer (PC)

A desktop, or as it is commonly known, a PC, is a device that allows us to process data that we obtain in the real world and we either compile, share, or make use of the data that we process. In the early days of PCs, the only thing it could do was process word and numeric documents even without the use of display monitors. The PC was mainly developed and used for computing large amounts of data in a fast and efficient rate with minimal errors that would otherwise be committed by humans.



Data encoding, Bukidnon ©XSF

Today, the desktop PC is a common household appliance that may be used for research, homework, gaming, and most importantly, work and livelihood. In the case of the SALaR project, the PC is used to make a database out of the information obtained through enumeration and mapping to produce a certificate that will serve as proof of tenure. (Refer to attachment E for the PC User's Field Manual).

Tablet Device

A tablet or tablet computer is a lightweight mobile device that has similar capabilities as a laptop but in a much smaller form. A tablet is a wireless touch screen personal computer that is smaller than a laptop but larger than a smartphone. Modern tablets are built with wireless internet or local area networks (LAN) and a variety of software applications, including business applications, web browsers, and games.

Camera Device

A camera is an optical instrument to capture still images or to record moving images, which are stored in a digital system or on photographic film. Main components of cameras include a lens which focuses light from the scene, and a camera body which contains the image capture mechanisms.



Still images stored in digital form are called "image files," while moving images similarly stored are called "video files." In the case of using photographic film for image storage, still images are simply called "photographs," and moving images are called "films." Still image cameras are the main instrument used in the art of photography.

The camera is an important tool that we use to document our daily activities, both the important and mundane. It gives a clear picture of what happened during an event and an exact picture of a certain person, object, or place. In the case of the SALaR project, cameras are used to produce supporting documents such as pictures of the family, of documents, and pictures of the owned house, lot, and farm to add to the database used to issue the certificates of customary land occupancy. (Refer to attachment G for the *Camera User's Field Manual*).

Box 3. Module 3: Introduction to STDM

Learning methods: Lecture, workshop, testimony, simulation

Learning materials to be used: Laptop, LCD projector, white screen, manila paper, masking tape, markers, crayons, used paper, handouts, speaker, microphone

Session duration: 1 hour and 30 minutes

Expected group size: 15 pax

Session objectives: By the end of this session, the participants should be able to:

- outline the steps for data collection;
- simulate the enumeration process; and,
- enumerate the protocols.

Lecture Outline:

- Proper guidelines before leaving your house
- Proper guidelines during interviewing a respondent
- Ethical standard and values during and after field enumeration
- Guidelines and protocols for safety and security during field enumeration

Module # 4: Documentation of Lessons Learned

This module aims to encourage the enumerators to document narratives from their personal experiences on field and their respective local environment or assigned areas.

By the end of this session, the local enumerators should be able to: a) acknowledge the importance of writing; b) build enthusiasm and develop motivation towards writing; and, c) communicate effectively in different situations and experiences.

Learning methods: Lecture, workshop

Session outputs:

Knowledge on writing

Enthusiasm towards writing

Commitment to write a weekly journal entry

Learning materials to be used:

Laptop, LCD projector, white screen, PowerPoint presentation, pens, and notebooks

Session duration: 1 hour

Expected group size: 15 pax

Procedure:

Start the session by asking the participants if they consider writing as one of their leisure interests. Let two participants share their thoughts and personal experiences about writing and its importance.

Following the discourse on the importance of writing and its relevance to the project will be a conversational strategy in discussing the basic structure (introduction-body-conclusion) and 5 Ws (Who, What, Where, When, and Why) to provide an idea of an article content.

Correspondingly, important things to consider include weighing up the significance and purpose of the topic, planning what and how to write, and understanding what the readers need to know for them to comprehend the full scope of the chosen topic or subject. Moreover, if applicable, recommend the enumerators to take photographs of their subjects – may it be a person, place, or an object.

Through the participants' familiar contexts, they will be asked to work in pairs, and come up with a topic they can share with their respective partners. Let one volunteer share her/his idea on how he would structure a narrative based on the information relayed to her/him. Afterwards, ask them about their observation on the activity. As they say, good stories use detail. This will allow them to realize the power detailed descriptions can give to a particular story or narrative.

The current enumerators shall share their relevant experiences with the respondents, community leaders, and project in general. Using at least three video clips of interviews based on the project video production can provide ideas and examples of possible scenarios on field.

Lastly, ask the participants about their insights and suggestions about the module. Close the session by encouraging them, as would-be enumerators - and as the ones to experience the wider range of a community firsthand to consider writing as a hobby. Earn their commitment to write a weekly journal entry of any significant experience they desire to share with the team.

Module # 5: Coaching & Mentoring


This module details how the facilitator may provide further support to the local enumerators through coaching and mentoring sessions. Here, the facilitator and local enumerators will be able to simulate participatory enumeration activity, conduct interviews, practice the use of devices, and even share tips on how to handle various enumeration situations.



Start the session by asking the participants if they have prior experiences with enumeration. Call two to three volunteers to share their experiences. After this, ask them about their expectations as enumerators. Give them two colors of metacards, one for *negative* expectations and the other one for *positive* expectations. Afterwards, ask them to stick their metacards to the wall provided. Ask two random participants to share their answers. Assign the participants with prior enumeration experience to enact possible scenarios during field enumeration.

Instruct the audience (participants) to list down their observations from the enactment. After this activity, ask the participants to keep their notes and the facilitator may proceed in conducting the lecture. Lectures will be given using a PowerPoint Presentation. During the lecture, select random participants to read the slides, allowing them to practice oral communication and gain self-confidence. The lecture will be followed by a workshop that will give the enumerators a clearer understanding of how they are going to do interview themselves while collecting data within their communities.

Ask them to group themselves into two and answer the following questions from their observations during the enactment and hearing the lecture. On a screen, flash the following guide questions: (1) What were the *Dos* and *Don'ts* you have observed during the enactment activity? (2) How would you establish rapport and carry out personal interactions with the respondents? (3) How would you clearly deliver the project goals and objectives to the respondents? Give each group 5-10 minutes to discuss. Each group will creatively simulate the enumeration process to the plenary. Comments will be given after every presentation. A former enumerator will be invited to share his/her experience. The session will end with a question-and-answer portion.



Module # 6: Practicum

This module will test the knowledge and skills which participants have gained from the classroom lectures and basic hands-on exercises. The practicum session is a whole day simulation of enumeration activities to be conducted in the actual partner community. Prior to this leg of the training course, it is important for the project team to coordinate with the local government unit (LGU) or village leaders. The LGU or village leaders will identify the host families that will be visited by the training participants.

The host families will act as the respondents. They will be thoroughly briefed about the project's goals and why some sensitive questions may be asked by the training participants during the simulation. The training participants will be assigned into pairs. Each pair will collect data from one host community. A project staff must be present to observe the pair as they do the enumeration simulation.

The pair will also use the handheld devices by measuring the host family's home lot and backyard garden. The field simulation usually lasts until noon time. In the afternoon, the training participants will gather, then a facilitator will conduct a debriefing session. The project staff who observed the participants will share their comments and observations. After this, a brief culmination program will be conducted.