



Preparation form

# L'ATELIER

## de la TRANSFORMATION SOCIALE

## Demultiplication of training

### A training action principle

This is a **principle of cascade training action** that aims to **amplify the impact of the action by increasing the number of trainers and the training courses they can run.**

Initially, demultiplication seems to have been conceived as a means of increasing the effectiveness and **amplification of the action from limited resources** (and in the particular context of the multiplication of livestock as a means of economic redistribution).

### A principle and a pedagogical tool

Scaling up could be seen as a pedagogical principle. Indeed, **it allows the internalisation of the knowledge, know-how and soft skills** promoted by the members of the project.

It can be said that **the ability to pass on a skill** completes the internalisation process when put into practice. Indeed, one can only fully master a knowledge, a know-how or a soft skill if one can mobilise it to act and transmit this skill.

The demultiplication of training courses can also be seen as a **pedagogical tool** for internalising skills.

### Social leverage

More generally, if demultiplication was chosen as a **means of maximising the number of people trained**, its potential for empowerment, **the enhancement of farmers' skills and its impact on social relations mean that multiplication can be seen as a social lever.**

### How to implement a demultiplication of training?

Training demultiplication takes place in several stages. We could identify 10 different and indispensable steps.

**The first step** is to analyse the situation. This may involve a socio-economic survey and a diagnosis of the needs of vulnerable populations.

**The second stage** aims to establish a choice of criteria for identifying the populations that will participate in this scaling-up process, in order to select them on the basis of the criteria selected.





**The third step** is to carry out a socio-economic survey of vulnerable populations, if possible village by village. The people who are going to participate in this demultiplication are then chosen at public meetings and notified.

**The fourth step** is to diagnose the training needs and capacities to work with the targeted people in order to carry out the project.

**The fifth step** is to define a training pathway, the role of the different actors and stakeholders and to develop training tools.

**The sixth step** is to launch the training courses with the first level of people selected with the tools created on this occasion in a perspective of demultiplication.

**The seventh stage** aims to implement the training by the first level of people trained on this occasion.

**The eighth stage** consists of identifying, among the first level of people trained, those who will become trainers for a second group of people (2nd level) in vulnerable situations to be trained. It is therefore a question of strengthening these future trainers in training techniques.

**The ninth stage** aims to multiply the training by the trainers (from the participants of the first group) to the second group of people in vulnerable situations. This training is also attended by people from the first group who have not assimilated the training content.

**The tenth stage** allows for the follow-up and accompaniment of the trainers (from the learners of the first group) and of all the people trained via this multiplication. This follow-up can be done by the facilitators accompanying the project but it is even more relevant when it is done by the trainers from the participants. Following the follow-up, an assessment can be made and adjustments made if necessary.

## What are the key points to remember when setting up a demultiplication?

- Define training paths;
- Define facilitation tools for multiplication;
- Identify trainers from the first group of participants trained according to pre-established criteria;
- Develop pedagogical outlines at each level, project facilitators and future trainers;
- Identify the people to be trained and schedule training days;
- Organise visits to model trainers;

- Organise debriefing days with trainers;
- Establish trust between beneficiaries and trainers.

**Objectives of the scaling up principle :**

- Reach more people
- Minimise financial resources
- Allow the project team to save time

**There are also pedagogical and social objectives:**

- Sharing skills with others
- Create spaces for sharing know-how
- Encourage appropriation
- Strengthen social cohesion

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