Facilitator's Toolkit	
Action for the Rights of Children (ARC)	reach out — a refugee protection training project

CONTENTS

BRIEFING NOTES FOR FACILITATORS **Page**

RESOURCES

Using The Facilitator's Toolkit

The Toolkit has been produced as a resource for people who will be facilitating training. It can be read alone as a basic introduction to facilitating training.

The content of the Toolkit is divided across several topics that broadly cover the following issues:

- Principles of learning;

- Guidance on preparing for training;

- Guidance on how to use the participatory training methods;

- Guidance on the writing and production of handouts and overhead projections;

- Suggestions for evaluating training.

If you are an experienced trainer or facilitator, then you could use the Toolkit as a reference tool or as support material to update your current practice.

If you are new to training or lack experience in facilitating learning, then you might find it useful to read all of the Toolkit and then use it as a support document to assist you in planning and carrying out your training.

Acknowledgements

A number of key documents were drawn upon to produce this toolkit, including:

Tim Pickles, *Toolkit for Trainers*, Pavilion, Brighton 1995.

CMA Training Skills Pack, Community Media Association, London 1995.

"A Strategy for Enhanced Staff Development (Draft)", Office of the United Nations High Commissioner for Refugees, Geneva 2000.

We are grateful for the use of these materials and particularly recommend the *Toolkit for Trainers* as a good extended resource if you want more in-depth information.

The authors are also grateful for the support provided by various people in preparing this material, including Ailsa Masterton, Nirveen Chotai, and Pamela Baxter.
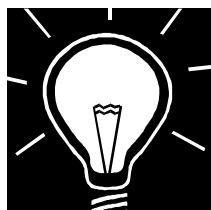
Topic 1
Principles of Learning

HOW ADULTS LEARN

The learning process is fundamental to training. It is therefore vital that the facilitator have a basic understanding of the process in order to assess the most effective approach to training for a given situation.

In general terms, research on how adults learn most effectively shows that training tends to be more successful when:

- Participants have been involved in defining, or refining, their own learning objectives;

- The content is focused on real problems faced by the participants;

- Training is undertaken in a varied and participatory environment.

This thinking underpins one of the standard models of training, known as the learning cycle, illustrated in the diagram below. Developed by David Kolb, it draws a close link between doing and learning. The learning cycle involves experiencing, observing, thinking, and applying.

Learning Cycle (David Kolb)
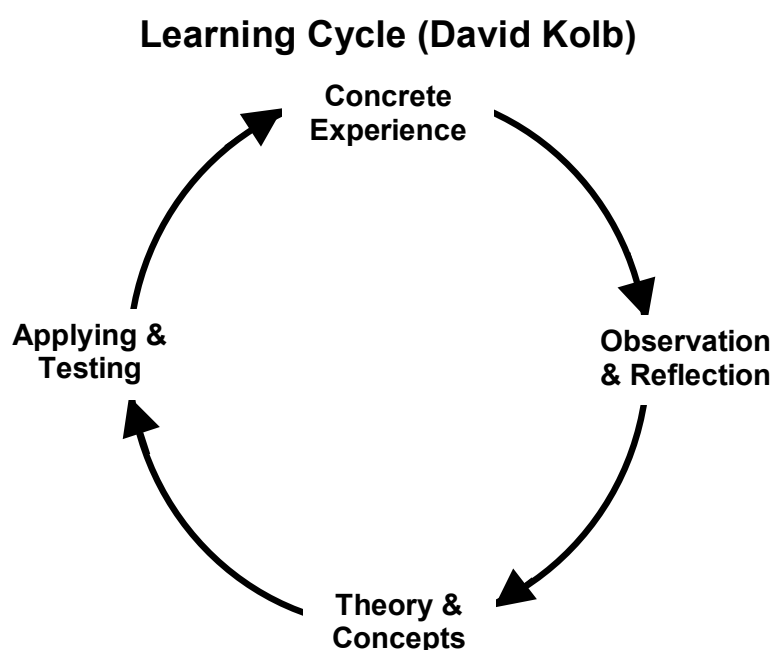
N.B. This learning cycle is also presented in **Handout 1.1**.

Reflection occurs based on experience, and conclusions involving new ideas are formulated. These are then used to generate new experiences, starting the process again. Kolb's learning cycle includes both inductive learning and deductive learning:

- **Inductive learning** means experiencing and drawing conclusions from experience;

- **Deductive learning** starts with a principle or rule and applies it to a situation.

It is the inclusion of both forms of learning within the cycle that makes it so powerful.

In developing the methodology for these Resource Packs, this model of experiential learning has been a guiding principle. Facilitators using these Resource Packs should continually check back to ensure that their own methodology reflects this process.

DEFINING LEARNING

It is useful to have a working definition of learning for the purposes of this Toolkit. One that has proved useful is:

Learning is a relatively permanent change in behaviour that occurs as a result of practice or experience.

Training should therefore be a process for providing directed practice and experience for the purposes of encouraging learning. Two points to consider:

First, it is from the learner's behaviour that we get signs of the reaction that participants are having, and therefore, the learning that might be occurring.

The second point is that, because learning occurs through practice and experience, the facilitator has a significant role in enabling learning to occur. An ineffective training activity can even produce in the participants feelings of doubt and inadequacy regarding the subject, so the facilitator must plan the training carefully to minimise these unintended outcomes.

A LEARNING ORGANISATION

The notion of a learning organisation assumes that, in order to remain competitive, organisations must continue to learn. Indeed, their survival is contingent on adaptation through learning. In private enterprise, business success depends on this. In public enterprise, operational effectiveness is the goal. Three concepts are necessary to ensure a learning organisation.

1. All **staff** constantly develop and improve their own competencies through ongoing learning activities. Personal learning plans should be the result of discussions between staff and their supervisor(s). Nevertheless, the primary onus on learning rests with the individual staff member.

2. **Teams** and workgroups are the motor for the achievement of results and positive change in the organisation. To be effective, teams must constantly learn and generate new ideas. As a corollary to this, teams provide the best environment to encourage learning amongst team members.

3. The **organisation** is constantly learning from its experiences, identifying best practice and, as a result, improving its organisational effectiveness. This is often referred to as "knowledge management".

By reinforcing learning at these three levels, staff development becomes both a catalyst and vehicle for organisational change. Learning activities should become a means through which the organisation can convey positive and consistent organisational policy messages.

TRAINING APPROACHES

On-the-job training
There are several options including traditional one-to-one" training, small group training, coaching, mentoring, and using training materials or packs.

Considerations: The transfer of learning is likely to be high, as the training occurs close to the workplace. On-the-job training can be very cost-effective, but it is a mistake to assume that it will always be the cheapest once all the costs have been considered. Nor is the environment always ideal for learning. An important consideration is the availability of a suitable trainer amongst existing managers or workers. However, because the trainee is carrying out the job whilst learning, the impact can be high.

In-house experience
This involves a variety of techniques, including visits and placements in other parts of the organisation, research or planning projects, action learning sets, problem-solving groups, or quality circles and mentoring.

Considerations: The close relationship of the learning to the workplace is an advantage, and the costs and the need for additional resources are low. It can also use aspects of task-based learning that might not otherwise be considered, or normally employed, in training. As with on-the-job training, the skill and ability of the trainers (or tutors) is crucial. If this type of training is to be used, an appropriate tutor development programme may be useful.

In-house courses
The training may consist of single (or multi-day) workshops or a series of related workshops that build up general learning or a range of required skills, knowledge, and attitudes.

Considerations: It is more efficient and cost-effective to run a programme in-house if there is a large group to be trained because the content and process can be focused more precisely on the needs of the participants. In addition, staff can be used as trainers and tutors, which can both reduce costs and act as a staff development tool.

External courses
There are two basic types: the short course (or workshop) and the longer (usually part-time) course that often leads to a qualification.

Considerations: This option is more outward-looking. It allows workers to discuss problems and issues with others and obtain insights that might not be freely available inside the organisation. It is probably the most cost-effective option where only a small number require training. The selection process is important if one wants to maximise the return from this option. In selecting a workshop or

course, the closeness of the training objectives, methods, style, and venue to the criteria established by Training Needs Analysis (see **Topic 2**) will improve the effectiveness of the training.

The following table presents some of the available learning options and is reproduced in **Handout 1.2**.

Learning Type	Learning Options
Certification *Confirmation*	Assessment centres Analysis of benchmarks Tests/examinations
Sharing *Reinforcement*	Workshops Seminars Networking Video conferencing
Independent Application *Skills*	On-the-job training Task-based training Missions and assignments Action learning
1 on 1 *Skills & Knowledge*	Guided missions and assignments Coaching Shadowing Mentoring Guided/structured reading
Self-Study *Knowledge*	Reading Videos Computer-based training (CD-ROM, Intranet, Internet) Distance-learning courses External study
Orientation *Awareness*	Workshop/seminar Video CD-ROM

(Source: "A Strategy for Enhanced Staff Development (Draft)", Office of the United Nations High Commissioner for Refugees, Geneva 2000.)

These learning options have been grouped to demonstrate that, for different objectives, there are different methods. Learning is most effective when a mix of methods is used and when clear analysis leads to the selection of the best method for each stage and purpose of learning.

THE LEARNING CLIMATE

An important role of the facilitator is to ensure that s/he creates the best possible learning climate. For this to happen, seven important characteristics have to exist.

(1)   Participants must want to learn.

(2)   The content and process must be relevant and in context for the learner.

(3)   Practice of the material or ideas must be an integral part of the training.

(4)   Participants must translate ideas into their own words, allowing ownership of the learning.

(5)   There must be a sense of creative tension formed in which people find a variety of ways to develop their learning.

(6)   Participants must have an expectation that the learning will make their work more effective.

(7)   Participants must have an expectation that the learning experience will be fun and positive.

The facilitator is responsible for creating a physical and psychological environment in which the participants can work and learn. For there to be a good climate, the following factors must be present:
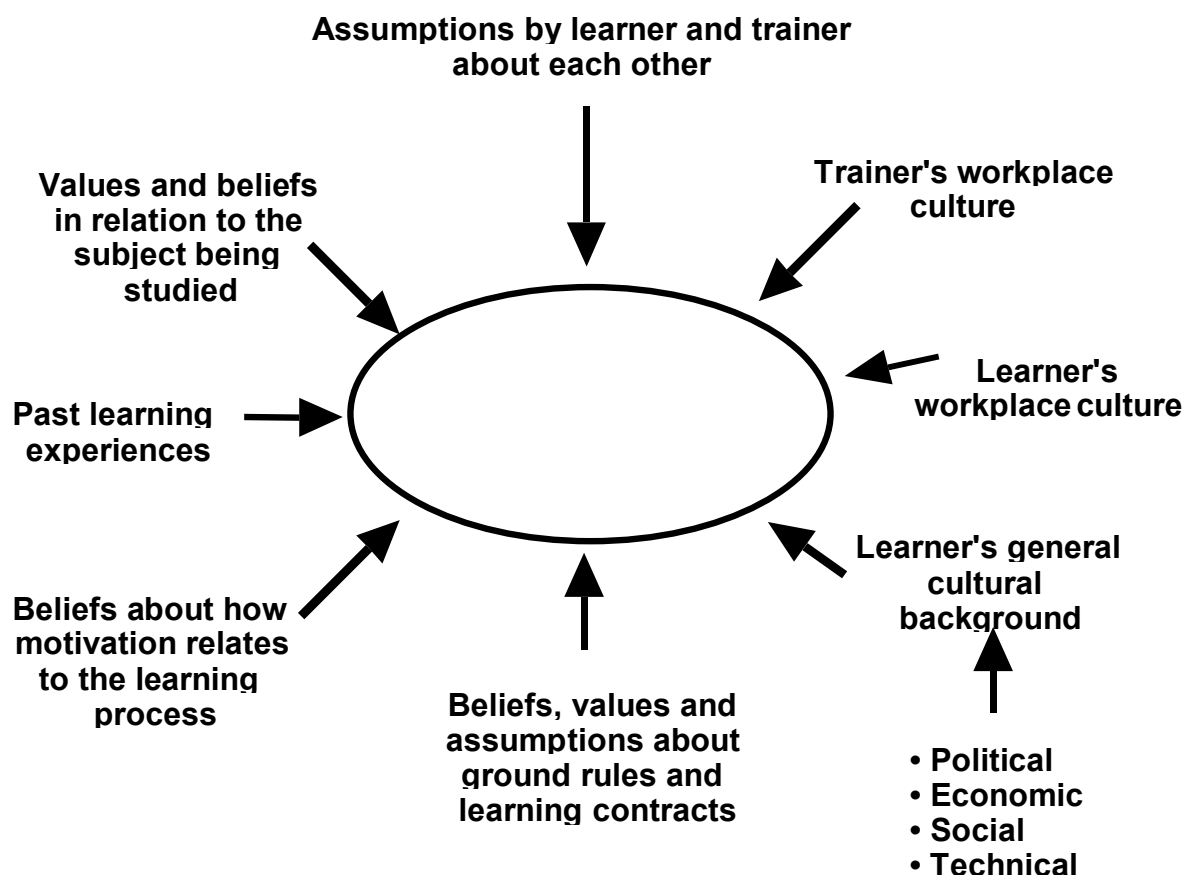
- Good physical conditions;

- Respect, acceptance, and trust;

- Encouragement of self-discovery;

- An atmosphere that encourages openness;

- A consideration that differences are good and desirable;

- An understanding that individuals have a right to make mistakes;

- A recognition of the variety of ways that people learn;

- An understanding of how individuals will use the learning.

As the combination of factors varies from group to group, the facilitator must also consider the characteristics of the group being trained. These include:

- The group's previous experience of training;

- Their own organisations' attitude to training;

- The purpose of the training;

- The preferred learning style of the participants;

- The group's understanding of the process of learning;

- How the group expects the facilitator to act and the type of training they are expecting;

- Particular needs of the group, e.g., special starting and finishing times;

- Accessibility for people with disabilities;

- Material that doesn't create difficulties for those with visual or hearing difficulties;

- Likely attitudes, knowledge, and skill levels that the group will bring with them.

All these will influence the ability of the participants to learn, and the facilitator must be aware of them when designing the training, during the training, and when evaluating it. The following diagram reflects cultural influences on learning.

Assumptions by learner and trainer about each other

Values and beliefs in relation to the subject being studied

Trainer's workplace culture

Learner's workplace culture

Past learning experiences

Beliefs about how motivation relates to the learning process

Beliefs, values and assumptions about ground rules and learning contracts

Learner's general cultural background

• **Political**
• **Economic**
• **Social**
• **Technical**

FIVE TIPS FOR LEARNING

In practical terms, then, when planning training, facilitators should:

- Ensure that a good learning environment is created in advance;

- Focus the subject matter on the current needs and problems of the participants;

- Use a variety of participatory training techniques that are rooted in the participants' own knowledge and experience;

- Have participants work in small groups when they are reflecting on the activities in which they have participated;

- Ensure flexibility, allowing for adaptations to training activities as they progress.
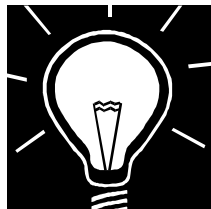

Topic 2

Planning for the Whole Process of Training

MANAGING THE PROCESS OF TRAINING

The main aspect of this role is coordination, bringing together various elements to ensure that training and learning are planned and carried out effectively. The person in this role may not be a training officer or trainer and should not be expected to carry out all aspects of the work alone. This topic highlights some of what needs to be considered. The diagram below illustrates various stages of the process.
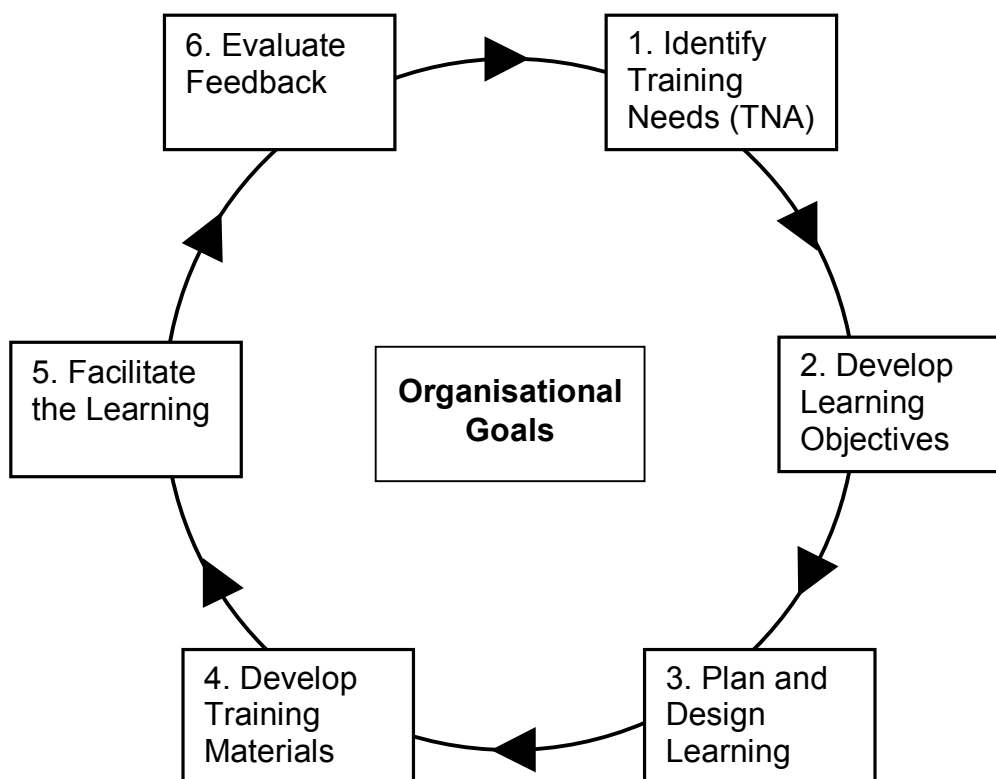
IDENTIFY TRAINING NEEDS

Training Needs Analysis (TNA) systematically examines who needs what training in the organisation. This can be identified in two ways: firstly, by looking at individual members of staff and identifying the skills, knowledge, and attitudes required by them to carry out their tasks (task and job analysis); secondly, by looking at organisational changes, for example new legislation or new technology (organisational analysis).

Task and Job Analysis

Task and job analysis is used to identify the skills, knowledge, and attitudes required for a particular task or group of tasks that make up a particular job. In simple terms, the skills, knowledge, and attitudes needed to carry out the job or tasks are listed and then compared with what those doing, or planning to do, the job have. The objective is to identify the gap between the two – the training gap.

Methods
There are a number of methods that can be used in task and job analysis.

- Interviews with staff: these can be specific to the TNA or can be part of an appraisal system.

- Group discussions or interviews: useful as a starter or to get a group to understand the process of TNA. These will show common trends but not very accurate material about individuals within the group.

- Discussions with: managers;
                     customers or clients;
                     related departments.

    This can be a general discussion or specific interviews.

- Analysis of faults or complaints.

- Tests of specific skills or procedures.

- Questionnaires instead of interviews where the numbers are too large or the staff not easy to access.

- Observation at the work place.

There are important considerations in choosing the most appropriate methods.

1. Don't assume that the people involved understand the process. It may be the first time they have been asked about their training needs.

2. Inform all levels of the organisation about the process, and enlist their support.

3. Use more than one method, as errors can occur through bias in a particular method. For instance, the influence of the observer in the work place or a leading question in the interview. Compare the material from both methods to get the best results.

4. In choosing methods and designing material to be used, for instance questionnaires, interview sheets, etc., be aware of cultural, gender, or systems bias.

Organisational Analysis

Organisational analysis identifies changes or developments that will create training needs for the whole or parts of the organisation.

Some areas that should be considered are:

- New, or changes to, legislation;

- Policy changes;

- Restructuring or reorganisation;

- Redundancies;

- Recruitment;

- New technology;

- Changes in the social climate the organisation works in;

- Changes in the client group;

- Changes in political control;

- Changes in management;

- Changes in funding sources.

The main difference between this and the previous form of TNA is that these changes can usually be anticipated and the training needs identified before there is any effect on the organisation. Once the area of potential training need is identified, an analysis of the skills, knowledge, and attitudes required will provide the information needed for preparing the training plan.

CREATING A TRAINING PLAN

The training plan is an essential process that allows important decisions about the training to be made logically and systematically.

The first form of plan focuses on the whole organisation, department, team, or work group, depending on the most logical size of group with which to work, and it needs to be considered against the following:

- Budget;

- Number of people involved;

- Resources, e.g., space, equipment, materials;

- Priorities;

- Transfer of learning.

A number of industry standards can be applied in creating the training plan.

1) The most effective learning takes place in the workplace environment and engages not only the learner but also colleagues with whom the learner regularly interacts.

2) Where staff are widely dispersed, flexible learning, which includes many forms of self-study and distance learning have an important place in the strategy.

3) Learning should take place "just in time", in other words, when needed and when it can be effectively applied and practised.

4) The value of continuous learning, whereby learning is not seen as a one-off event.

Handout 2.1 presents a checklist of issues that can be useful when developing a training plan. From the material obtained through both the identification of training needs and the training plan, the trainer can work with the organisation (or the potential participants) towards setting the training or learning objectives.

LEARNING PROGRAMMES

Catering for all staff needs, at all times, in an organisation with diverse learning preferences, diverse cultures, diverse functions, and diverse locations is a considerable challenge. Given these complexities, and applying the principles of learning already discussed, the UNHCR has developed a learning strategy built around a series of learning programmes that cover management competencies and three essential functional competencies: namely, management, protection, operations, and administration.

The learning programmes emphasise learning in the workplace, use a variety of learning methodologies, and focus on the knowledge, skills, and attitudes required for the job. Each learning programme is constructed with a number of units, many of which are self-study units, but an important element is for participants to come together at one stage during the learning programme in face-to-face sessions.

For some staff, however, learning needs are not covered completely by the broad learning programmes, and thus special training needs to be provided. This would apply to certain technical occupational groups.

The purpose of introducing the UNHCR learning programmes within this topic is to highlight the variety of learning opportunities that exist and how some of these techniques may be applicable to training plans.

The learning programme is modelled on the following three-stage approach:

Phase	Purpose	
Pre-workshop	Knowledge Skills Reflection	In this phase, participants are introduced to the subject matter through selected readings, videos or CD-ROM. They are then asked to reflect on these through observation at the workplace and the completion of activities including questionnaires and worksheets.
Workshop	Validation Interaction Encouragement	In this phase, participants come together to share ideas and develop their knowledge through interaction with other participants.
Post-workshop	Application Practice Reinforcement	Having gained knowledge and skills, participants are required to apply their learning in the workplace. This "action learning" stage may be assisted through coaching, video-conferencing, and other means of guidance

(Source: "A Strategy for Enhanced Staff Development (Draft)", Office of the United Nations High Commissioner for Refugees, Geneva 2000.)

SELECTING AND BRIEFING TRAINERS

This process is relatively simple but can be fraught with problems if not carried out with care. The purpose is to form a contract between the trainer and organisation (even if they are internal or a member of staff) that is clear, complete, and fair to both sides. There are basically five stages to the process, and these are listed below. **Handout 2.1** details a series of questions and criteria that are useful for both organisation and trainer to consider at each of these stages.

- The organisation needs to be clear about what they want from the trainer.

- The organisation selects an appropriate trainer.

- The trainer clarifies the expectations and needs of the organisation.

- The organisation and trainer agree terms of reference and, where appropriate, a contract.

- There is contact between the organiser and trainer before, during, and after the event.

PROMOTING TRAINING BOTH INSIDE AND OUTSIDE THE ORGANISATION

Training, like any service, can either simply be made available or it can be actively promoted. In most organisations, learning opportunities are simply made available and those who want to use them do so. This is fine with most organisations, and training treated in this manner can be successful. For training to grow and for organisations to develop training programmes that attract people, however, it is necessary to promote and market training. At its very simplest, this means five things: the right training, in the right place, at the right time, at the right cost, advertised appropriately.

Inside the organisation: A TNA, done well, will clearly identify the right training for the particular parts of the organisation, and, if this is fed back to staff, it will be a self-advertising process.

Outside the organisation: This is clearly more difficult, and many organisations start from what they have to offer as a way of structuring training. This is all right in many cases, but it means that the organisation is trying to train people from its perception of participants' needs. It is necessary for the organisation to speak to potential "consumers" and clarify what their needs are and relate these to the skills and expertise that they can offer.
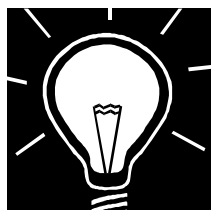
TRAINING ADMINISTRATION

As mentioned at the beginning of this topic, it is unlikely that one individual can carry out all aspects of the work, and ideally the facilitator will work with a small planning group of resource people who have a good understanding of the local area and the targeted training group.

An important aspect of their work, in planning and design, will be training administration. Much of this is very straightforward but is vital to ensuring that the event runs smoothly. The following checklist is a simple way of ensuring that all aspects are taken care of.

---

1. Has the trainer been identified and booked and briefed?

2. Has the venue/facility been booked?

3. What resources are needed and have they been booked?

4. What support staff are required?

5. What learning materials are required and are they organised?

6. What equipment is needed and has it been booked?

7. Has the training been advertised? Or have participants been notified?

8. Have participants' managers been notified?

9. Have joining instructions been sent?

10. Have catering arrangements been confirmed?

11. Has a welcome for participants been organised?

12. What methods of evaluation are being used and are they prepared?

13. Has evaluation material been collected?

14. Has the trainer been debriefed?

15. Have payments been made?

16. Have equipment and materials been returned?

17. Have follow-up letters been sent?

This checklist is presented in **Handout 2.3** and, in addition, **Handout 2.4** provides a comprehensive checklist that can be used to help any facilitator of a major training event plan and organise effectively.

Topic 3

Preparing to Facilitate a Training Event

INTRODUCTION

A training event may take a few hours, a full day, a few days, a week or longer, or may even take place during a number of days spread across a few weeks. Whatever the length, and whatever the content, there are a number of critical steps that need to be taken to ensure that the participants are part of a well-planned and well-facilitated event. These steps are described in this topic under the headings: **Designing the Training Event** and **The Learning Environment**.

It is the responsibility of the facilitator to try to ensure that the event runs as smoothly as possible, but even the best-made plans sometimes fail to work. Many things can go wrong in a training event! At the end of this topic, there is a section entitled **Coping with Contingencies,** which provides some guidance about what might go wrong and how facilitators can either prepare themselves or react.

The remainder of the Toolkit will concentrate on these aspects from the perspective of training provided within a workshop environment, but the underlying principles are equally applicable to other types of learning activity.

Whatever the duration of the training event, there will be a pattern to the structure that facilitators use. The following are some points as to what should normally appear at the beginning, the middle, and the end of a training event.

THE BEGINNING

- To arouse interest, learners need a bridge into the topic. They may attend because they want to learn, but the structure still needs to guide them into the material. Do this by using several approaches, e.g., a discussion, interesting input, or a good icebreaker. (N.B. When the learners are not motivated to take part in the process, discuss the reasons, explore the difficulties, and encourage them to consider the positive aspects of being involved.)

- Agree the ground rules. Set out and agree with the learners the way facilitators and learners relate to each other, how the training event will operate, and what is acceptable behaviour during the event.

- Clarify the programme. Again, this is a two-way process. Facilitators come with a programme designed to achieve the learning objectives, but the learners also arrive with their own expectations and preconceptions of what should be involved. It is necessary for both parties to agree on how these two predetermined views will come together as an event. Two strategies can help to create a shared vision of the workshop.

---

a. Before the event, good communication with participants will both identify the critical issues as seen from the local perspective and introduce participants to the training/project methodology.

b. At the beginning of the programme, encourage the participants to identify their expectations and align these with the planned programme. The outcome of this process depends a great deal on the nature of the gaps, the facilitator, and the learners. This contracting process is very important and should represent a genuine exchange of information.

THE MIDDLE

This is the main part of the programme, where, guided by the facilitator, the participants will be actively involved in the process of achieving the stated learning objectives. Clearly, facilitators must use their expertise in the topic to structure the material in the best possible manner.

Each component of the training programme should move the participants towards achieving their learning objectives. The progression should follow the logical structure that the facilitator and a planning group established during the design period. The amount of time spent on each aspect of the topic is a matter of judgement by the facilitator, but s/he should ensure and continuously check that it is clear, relevant, and interesting for the participants. Plan in feedback throughout the training!

The facilitator must ensure that the process encourages learners to use as many of their senses as possible to maximise their potential for learning. Research in the field of educational psychology shows that we remember:

- 10% of what we read;

- 20% of what we hear;

- 30% of what we see;

- 50% of what we see and hear together;

- 80% of what we say;

- 90% of what we say whilst we do it.

THE END

The final stage of any event is the closing of the programme. This is extremely important, requiring as much planning as either the beginning or middle. There are a number of issues to remember.

- Consolidation is important! Always go back over the key ideas and areas of learning covered. When the learning is spread over several days/sessions, it is important to consolidate new learning with that already learned and to lead onto the next stage of the process.

- Set up exercises to show that the learning objectives have been achieved.

- Feedback should occur throughout the learning, but the closing session is where the most systematic exchange of feedback between the facilitator and learners should take place. This exchange is vital, as it provides both the

facilitator and the learners with a clear understanding of how the contents of the event were perceived.

- It is essential to emphasise the importance of providing adequate time in the programme for evaluation. Too often, it is tacked to the end of a session when everybody is thinking about finishing, so they do not take it seriously.

SUMMARY

The following model provides a summary of what has been suggested above. It is one of many possible ways of developing a training session, but it ensures the inclusion of the concepts outlined in the learning cycle.

TRAINING SESSION MODEL

a) An introductory exercise that draws out participants' own ideas/understanding relating to the topic (e.g., brainstorming, a ranking exercise, personal experiences).

b) A relevant participatory activity (e.g., simulation, case study, role play, discussion topic) for the participants to experience together and that would form the main body of the training session.

c) General reflection and discussion on the exercise (this could be a group-work exercise, discussion in pairs, question and answer).

d) Analysis of the basic principles/model/concepts involved or development of a conceptual framework (this might take the form of a short presentation, handouts, overheads, video).

e) Experimentation or practice (either during or after the workshop) of the concepts, skills, attitudes developed within the training session.

f) Review, feedback, and evaluation.


DESIGNING THE TRAINING EVENT

Successful workshop design depends on a number of factors and ideally involves the facilitator working with a small planning group of resource people who have a good understanding of the local area and the targeted training group. When the time comes for designing the workshop, this planning group should already have:

- A clear understanding of the participants and their backgrounds and an awareness of their individual and collective training needs:

   Who will be attending the training session: own agency staff, government officials, NGO partners, community representatives, other staff? How many people? What will be the likely educational level and typical posts of the participants? What are the likely attitudes, knowledge, and skill levels that they will bring to the subject area?

- A good understanding of the region/country in which the training is to take place. They should be aware of critical issues that affect the region and the locality and how they affect the targeted participant group.

The flowchart below outlines the specific tasks that the planning group should carry out in designing the training event:
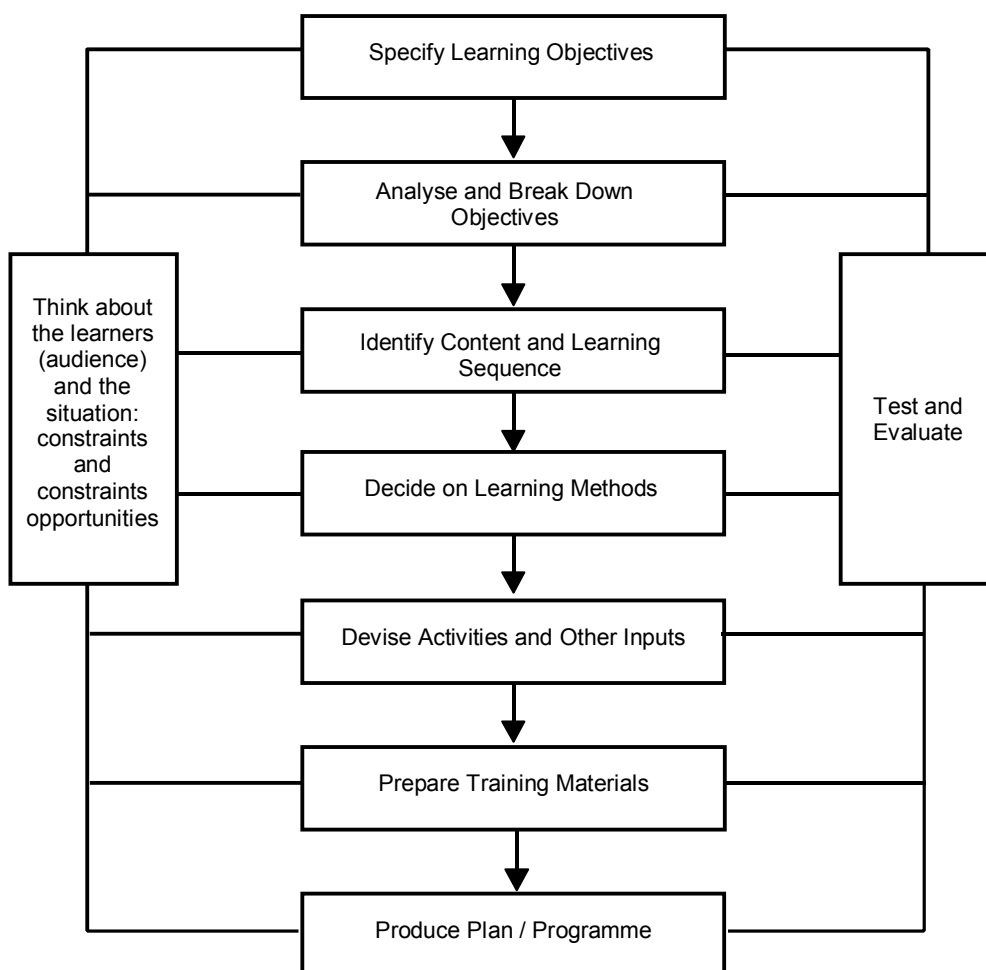
This diagram is presented in **Handout 3.1**.

1. Specify Learning Objectives

Before beginning to train, the facilitator and the planning group must be clear about why they are going to do the training and what they want to communicate. They will formulate general objectives for the whole training event and specific objectives for each session within the workshop. An important point is to write objectives describing what the *participants* will be able to do as a result of the training rather than what the facilitator will do.

Objective *from the facilitator's viewpoint*:

> "To inform participants of international instruments for protecting children against landmines."

Same objective written *from the participants' viewpoint:*

> "Participants will be able to describe the main international instruments that can be used to protect children against landmines."

The latter format is much more useful for the participants, as they will gain a clearer understanding of what they will achieve through the training.

The planning group should also check whether they are any hidden objectives on the part of the participants (such as "no interest in the subject but they wanted to get away from the office", "they were sent by their manager", etc.).

2. Analyse and Break Down Learning Objectives

Learning objectives usually need to be broken down into more-detailed objectives in order to help the facilitator and planning group design appropriate learning activities. Facilitators can ask themselves: "What would learners need to be able to do in order to develop, through further practice, the required performance?" The objectives should be as specific as possible: phrases like "to know", "to appreciate" are impossible to measure. Phrases like "to plan", "to make", "to identify" are more concrete and therefore easier to evaluate.

The objectives should always be realistic and achievable to avoid any sense of personal failure on the part of the participants or the facilitator.

3. Identify Content and Learning Sequence

The Resource Packs offer a large amount of content material on a number of different critical issues, as well as material on foundation topics. The facilitator and the planning group will have to take decisions, based on the identified learning objectives, about which parts of which Resource Packs will be relevant to a particular group of participants. *All parts of a Resource Pack are never intended to be used in a single training session.*

The planning group should:

- Decide which parts of which Resource Packs will be relevant to the learning needs of the target group;

- Separate the content to be used into what participants *must know, should know,* and *could know*;

- Ensure that the training session is of appropriate length to accommodate the *must know* section of the contents (obviously, if there is more time available, the *should know* and the *could know* can also be accommodated).

In planning the *sequence of learning*, the planning group should be mindful that learners learn best in situations where they start with what they know and move in gradual steps towards the unknown. It is worth planning in a stage at the beginning of the workshop where the participants identify and establish what they know about a particular topic and then plan to build new ideas on to this existing understanding. As if building a house from bricks, the principle is to establish a solid base first and then begin adding successive levels. Once the learners have assimilated (and feel comfortable with) the latest new ideas, they are ready to be introduced to the next new idea.

Consideration should be given to matching the *type* of content used to the *type* of participant being trained. For example, senior managers may prefer to work with policy guidelines, executive summaries, and statements of key principles, whereas a technical audience may benefit more from training with case studies and discussion group work based on their recent experiences.

4. Decide on Learning Methods

The next task for the planning group is to consider what learning methods might be most appropriate for the workshop that they are planning. One way in which the planning group can facilitate this process is to consider the training methods that they themselves are familiar with along a continuum line where the methods can be placed according to the degree to which the participants are actively involved in the process of learning.

This continuum would have "Experiential Approach" at one end and "Lecture Approach" at the other end.

"Lecture Approach" ------------------------------------- "Experiential Approach"

The lecture approach is characterised by being trainer-centred, one-way, passive, and risks creating participant dependency. The experiential approach can be viewed as participatory, two-way, empowering, learner-centred, and active.

One of the important points about the training continuum is that there is no simple relationship between participatory methods being good and lecture approaches being bad. Methods should be selected on the basis of which are most suitable for the circumstances combined with the facilitator's own confidence, ability, and opportunity to use a variety of methods. Most facilitators feel more comfortable with some training methods than with others: this may be because of their own learning preferences or because they are conservative in the methods they use.

5. Devise Activities and Other Input

Having considered the needs of the participants, the learning objectives, the content, and the most appropriate learning methods, the planning group is now ready to devise activities and other types of input that will reflect this planning. Topic 4 provides detailed descriptions of a number of participatory training techniques; Topic 5 deals with introductory activities, ice-breakers, and quick review methods; and Topic 9 covers the issue of feedback and evaluation. All three topics provide important material that the planning group may use in devising activities.

The following checklist (taken from *Participatory Learning and Action: A Trainer's Guide*, see the Annotated Reading List) is a helpful tool for facilitators in planning any training event:

FACILITATOR'S CHECKLIST: ADULT LEARNING

1. Is the atmosphere of your session friendly and encouraging?
2. Have you made plans to relieve any anxieties that the participants may feel?
3. Will your teaching methods allow learners' previous experience to be acknowledged or used?
4. Will learners be rewarded for their contributions?
5. Does the work allow participants to measure their own progress?
6. Do you make it clear that you are available for additional help if individuals have difficulties?
7. Are the first few minutes of your session always attention-grabbing?
8. Do you build in frequent opportunities for reinforcement and practice?
9. Are you avoiding lectures or at least limiting them to 10-20 minutes?
10. Have you built in regular feedback sessions?

---

6. Prepare Training Materials

For each session planned, the planning group will have to consider what training materials, equipment, and resource people will be needed both by the facilitator(s) and by the participants. The materials should obviously be ready for use well in advance of the training event. The Resource Packs contain a wealth of training materials that can be used as they appear or can be adapted by the facilitator.

7. Produce Plan/Programme

A detailed training plan or programme should then be written. This will be given to the participants at the beginning of the workshop. The facilitator(s) and the planning group should make copies of a more detailed, session-by-session plan that will guide them through the event. Each Resource Pack presents two examples of training programmes that can be adapted for this purpose.

An important guideline for any presentation is to keep it simple and relevant and keep the presentation time to a maximum of 15-20 minutes. Presentations given by the facilitator can always be supplemented by handouts and references to where further information is required.

THE LEARNING ENVIRONMENT

When planning for a training event, the planning group must also ensure that the learning environment is suitable and conducive to learning. The learning environment can be considered under the following headings:

1. Knowing Yourself

Personal Manner

- Be warm, friendly, and enthusiastic. If you enjoy yourself, the participants probably will as well.

- It is your job to create an atmosphere where people are willing and able to learn. Never set yourself up as the :master" as you will only tempt participants to "catch you out".

- Your participants are adult learners and deserve the respect of their age and experience.

- Learn the names of as many participants as you can (or have them make name badges). Use individuals' names; not just to ask questions, but if you refer to a point made by a participant, acknowledge it by naming the person.

- Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it – gently and with a smile. Remember you are not an examiner.

- Listen to what participants say – really listen! Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.

- Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.

Eye Contact and Voice

- Make frequent eye contact – not staring (which intimidates participants), but look at *all* the participants.

- Use your peripheral vision (looking out of the corner of your eye) so you notice the person to your side especially if they want to speak.

- When you move around the room, stand beside people you wish to speak to – not in front of them as this may be seen as very aggressive (especially if you lean over the desk/table).

- Speak clearly and not too fast, but with expression (a monotone will put your participants to sleep).

- Use the level of language your participants need – this is not the time to prove how clever you are. Simple language does not mean simple concepts: it is, in fact, more difficult to do.

- Make sure your voice is loud enough for all participants to hear you. Humility is not judged by a soft voice.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.

- Move for a reason; to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you *do not* want to be like:

  The walker is the trainer who walks ceaselessly up and down – participants become mesmerised by the pacing to and fro and fail to listen to what is being said;

  The swayer is similar, but they move only on the spot, backwards and forwards or from side to side, like a metronome – tick, tock, tick, tock;

  The wanderer also walks, but all over the room, talking to the backs of people as s/he walks around the room, talking all the time;

  The statue is perfectly still – no movement at all;

  The waver waves their hands around continually, not to illustrate a point; just waving – this also distracts the participants.

2. Knowing the Participants

The learning environment also depends on the participants. The planning group will know how many participants have been invited to attend the training, but it is also important to know and understand:

- Why they are attending;

- Their hopes and expectations;

- Their fears and concerns;

- Their range of experience, discipline, age, gender, and status.

Make sure that participants know each other and that they feel psychologically comfortable in each other's company. *Never* make a fool of a participant. If it should happen unintentionally, apologise. Make sure you are courteous, and your participants will also be courteous.

3. Choice of Venue and Use of Room(s)

Facilitators may not be able to choose either the venue or the room that they are to train in, but they should be aware of how these might affect participants' ability to learn. If possible, a visit to the venue before the training event will give the facilitator an opportunity to make the best possible use of the given space.

The Room

- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (i.e., with your back to the sun). If the participants cannot see you properly, they will lose interest.

- Organise the seating so that there is no barrier between you and the participants. *Never* sit behind a desk.

- If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion).

- Frequently used seating arrangements are the horseshoe or hollow square.
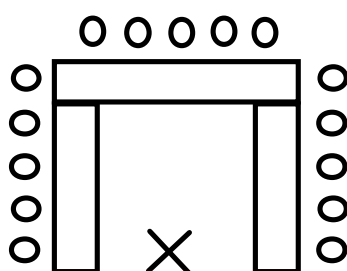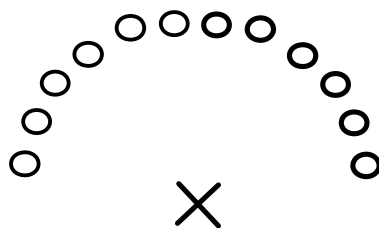
- There are other arrangements that may be more suitable for your room or the type of training, such as the cafeteria-style arrangement.

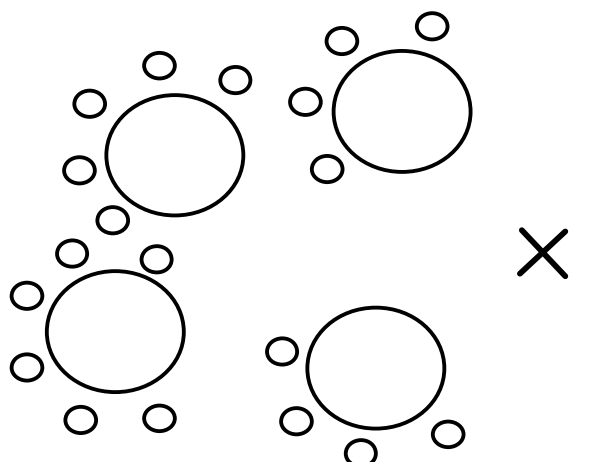- The small tables mean that, generally, your groups are already formed (by table), and this may be appropriate for some situations.
- Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.

Equipment

- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight.

- People often think that writing in capital letters is neater than ordinary writing. If you choose to write in capital letters, remember that it takes more time to write anything, and brainstorming in particular can become very tedious.

- If the board is long (horizontally), divide it into sections. Know what you are going to write and where you will place it before writing anything.

- If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer. *Practise first* (in private).

- All board work should summarise what you are saying or have said. Drawings and graphic representations can be used to great effect, particularly if your audience is not literate.

- Ensure that all participants can see the board or audio-visual aids that you are using.

4. Timing of Sessions

People do not concentrate well for long periods of time. The length of a session will have a crucial effect on the participants' ability to concentrate and learn. The more participatory and varied the activity, the longer the participants will be able to concentrate.

When giving a presentation or a lecture, *maximum time should be 20 minutes.* Do not talk for longer than you said that you would.

The time of day also has a big impact on how well people respond to different learning approaches. In the morning, people are generally more alert. After a meal, when stomachs are full, facilitators have to face what is sometimes called the "graveyard session". This is *not* the time for a long lecture!

- Use an energiser after the lunch break, and use this time for an interactive activity – the more participation, the better!

Breaks are very important.

- Remember that the average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes, but you do need a change of activity.

Breaks should be at least twenty minutes. Participants need this time to mentally regroup and probably to discuss issues that have arisen during the presentations.

5. Pace and Content of the Training

It is important to structure each session carefully. In designing each session, the facilitator will have already worked out what the participants must know, should know, and could know (see above).

- Structure sessions around the few key points that you think the participants *must know* by the end of the session.

Repetition reinforces memory.

- Although it may seem unnecessary, always repeat the central ideas or key points of a session and keep the most important points until last.

Everyone loves a story! A good facilitator makes jokes or remarks during the course of the training event that may appear unrehearsed but that may have been prepared. A good, relevant story at the right moment will often reinforce a learning point.

- Plan in some lighter moments to a presentation and other parts of the training event.

COPING WITH CONTINGENCIES

Any number of things might go wrong in the course of a training event. One of the most demanding tasks for a facilitator is to know how best to handle the situation when the event is not going according to plan. There are two issues to discuss here:

a. The very thought that things might go wrong will make some facilitators very anxious;

b. Facilitators should consider what contingencies can be prepared in advance of the training session.

1. Dealing with Anxieties

There are two useful ways of dealing with pre-workshop anxieties (and we *all* have them!):

- Analyse your anxieties and think about how to deal with them: make a note of the worst things that you think might happen during the workshop. Then, for each item on the list, note down two ways in which you could deal with that situation. This should make you feel more confident.

- Accept that you won't be able to cope with everything perfectly. You don't have to be perfect. If you feel stressed by the thought of potential crises, or by real training problems, the concept of a "good enough" trainer may be helpful. You are developing your training skills and knowledge every time you facilitate a training session. If the participants seem to be learning something, you are probably doing fine! After the training event (as soon as possible), make a note of the things that you did not do so well, and consider how you might handle them differently if they arise again. This exercise will contribute to your own learning process.

2. Preparing for Contingencies

The following list of tips is taken from *Toolkit for Trainers* by Tim Pickles (see Annotated Reading List) and may be helpful.

One of the easiest ways of dealing with contingencies in training workshops is to apply the notion that, if what you are now doing is not working, try doing the opposite. For example:

- If a plenary session is not working, break into smaller groups;

- If a practical exercise is not working, change it to a demonstration;

- If a thinking session is not working, move on to a practical activity;

- If a facilitator's example is not appropriate, seek out a participant's example.

Another way of planning contingencies is to develop a series of simple exercises or activities that can be relied upon to assist in resolving the most common problems encountered in any group. These can be used as necessary when the problem arises. For example:

- If participants are becoming disengaged from the content, divide them into smaller groups and ask them to apply the material to situations from their own experience;

- If you are unsure what to do next, announce a short break (for refreshments, if there are any) to give yourself more time to think;

- If there seems to be resistance, call for a round where participants express how they are feeling (for a description of this method, see section under Quick Review Methods in Topic 5);

- If the present session is not working, move to the next part of the programme early;

- If you are running out of material, end the session early rather than create fillers;

- If the group is becoming fragmented, bring participants back together and ask them to work on clarifying the purpose of their work together.

Many of these common contingencies rely upon the use of opposites. They also generate the space for the facilitator to reassert a measure of control or for the participants to express their own difficulties in a legitimate way within a group.
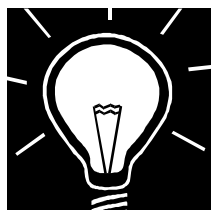
Topic 4
Participatory Training Techniques

INTRODUCTION

This topic lists and explains a variety of training techniques that can be used to create a participatory learning environment. However, it is important for facilitators and trainers to be aware that the way in which they use these techniques is at least as important as the techniques themselves.

In deciding which technique to use, facilitators should refer back through the stages described in the previous topic about the design of a training session: content, timing, and needs of the participants. In addition, the facilitator's own experience and expertise will contribute to the decision about which training technique to use in a given situation.

The following tips for facilitators apply to all of the training techniques described (taken from the Manual of the Asian Institute of Technology NGDO Consortium Management Training Workshop).

- Make sure you know *exactly* what is involved in the exercise. You should try it out yourself before using it with a group.

- Make sure all the materials are available for participants.

- Settle the participants into groups before introducing the exercise.

- Introduce the exercise clearly. Allow participants time to ask for clarification.

- Give a clear indication of how much time is available for the exercise.

- Make sure that each group appoints a timekeeper and a person or persons for reporting back (if required).

- Explain that groups may use whatever language they choose for discussion with the agreement of all the group members. All recording and all feedback to the plenary must be in the common language being used for the workshop.

- Go around to each group after five minutes to check whether they are clear about what they are expected to do.

- Be available if any group has a question.

- Support any group that seems to be finding the exercise confusing or difficult. Clarify points, but do not take over.

- Provide regular time checks throughout the allocated time.

- If any group finishes the task before the time is up, make a suggestion about

how they could use the remaining time.

- If all groups appear to have finished the task within the allocated time, check this out and move on to the next stage or activity.

- If all the groups seem to require more time, you must decide if this is possible given the timetable. It may be necessary to change your plans for the remaining time in the session.

PARTICIPATORY TRAINING TECHNIQUES

In this section, a number of participatory training techniques are described. Facilitators who are not familiar with a particular method are strongly advised to use the descriptions below in conjunction with the exercise described within the Resource Pack.

The following techniques are described.

1. Small groups

2. Brainstorming

3. Case studies

4. Checklists

5. Discussion exercises

    - Buzz groups

    - Debates

    - Fishbowl exercise

    - Plenaries

    - Triads

6. Lectures and presentations

7. Questions (and answers) – devising questions and questionnaires

8. Using visual images and diagrams – diagram, photo and video exercises

9. Producing songs, posters, poems

10. Personal reflection – diaries and logs

11. Role plays

12. Simulations

13. Using cards – situation cards, ranking, sorting, and prioritising

14. Problem solving

    - Analysis

    - Audits

    - SWOC analysis (strengths, weaknesses, opportunities, constraints)

15. Planning exercises – action planning and critical path analysis

1. SMALL GROUPS

The deliberate use of smaller groups when working with larger groups is an important option for facilitators. Working in small groups permits more engagement by participants in the process and may encourage those who are more reticent to contribute further as a consequence of the perceived safety and confidentiality of the smaller group.

<u>Method</u>
There is no established size for a small group. Whatever size of group you are working with, it is always possible to break up into smaller units for specific tasks. Working in pairs or triads are specific forms of small groups, but small groups are assumed to be between four and perhaps eight participants in size.

Breaking into smaller groups serves two main purposes.
1. It allows a greater range of tasks to be accomplished if each small group is given a different task.
2. It enables more participants to contribute to the discussion if each group is engaged in the same task.

Thus, working in small groups is a method for encouraging participation and for achieving a higher output. This is achieved at the expense of some control over the whole group by the facilitator.

Groups can be divided into smaller groups on a self-selecting basis or more deliberately by the facilitator. The latter selection may be preferred if you wish to ensure a particular mix of participants (or to engineer group membership in some way). Self-selection by participants may be more comfortable for the participants since they will tend to gravitate towards people they already know or towards whom they have some affinity. Simple methods for creating arbitrary mixes in small groups include numbering participants off (for example, people are numbered 1-2-3-4-1-2-3-4-1 and so on, around the large group and all the 1s get together, all the 2s form a small group, and so on), or imposing a condition on small-group membership (such as, no two people from the same work setting in any group).

Facilitators should avoid situations in which lots of small groups are formed, each doing the same task. This can become boring and repetitive, particularly if each group is expected to offer feedback in a subsequent plenary session. Instead, the facilitator can give small groups different topics and tasks to work on that are themselves all aspects of the main issue.

<u>Examples of where small groups might be used effectively</u>
- When participants are uncomfortable about speaking in a large group and need encouragement to make their views known to others.

- To generate a variety of views in a relatively limited period of time.

- To examine alternatives.

- To gather together particular groups of participants in order to explore issues from their perspective.

2. BRAINSTORMING

Brainstorming is a simple and effective way of generating ideas and suggestions. Brainstorming generates a large quantity of ideas without regard to their quality; subsequent sorting and prioritising of the ideas are used to refine the raw results. They are useful for introducing topics and generating an interest before further and more detailed work is undertaken, and they can be used to energise a group and stimulate discussion.

Method

An issue or question is agreed or defined. The group puts forward ideas, responses, or solutions to the issue or question. These are recorded on a flip chart. Encouragement should be given to the rapid generation of ideas. The group should understand that:

- Ideas and responses are accepted and recorded without comment;

- Quantity is more important than quality at this stage;

- All responses are of equal merit during the exercise;

- One response can be used as a trigger for another response.

Having constructed a list of ideas through brainstorming or discussion, these ideas may vary in quality, appropriateness, accuracy, or relevance, or the volume of ideas may exceed what the group can handle in a given time. Methods for sorting them must then be used. See Section 13 on Using Cards, where methods for ranking, sorting, and prioritising are described.

Examples of where brainstorming might be used effectively

- Creating options for an action plan.

- Energising a slow discussion.

- Identifying risks in a certain situation.

3. CASE STUDIES

The case study is a useful and flexible method of providing examples of a subject for discussion and comment by participants. Case studies are used in almost all of the Resource Packs. Facilitators are reminded to consider each case study carefully before deciding to use it with a group of participants. Choose case studies for their relevance to the issue under consideration. It may be necessary for facilitators to rewrite case studies to suit the particular needs of the participants. See **Topic 6** for more information about how to write case studies.

Method

Each case study describes an incident or event in some detail. The amount of detail will vary according to the nature and complexity of the topic on which the group is working.

The case study can be used to achieve several things within the training situation:

- Help group cohesiveness;

- Highlight difficult dilemmas;

- Test learning;

- Develop analytical and problem-solving skills;

- Help people to gain confidence.

Examples where case studies might be used effectively

- During discussions about personal values – participants offer a case study of an event and describe how their values affected the outcome of the situation.

- When highlighting management techniques – case studies of specific management problems are presented for group discussions.

- In reviewing emergencies – case studies of previous events can be presented.

- In problem-solving situations – a case study of a similar problem, with or without solution, can be used to introduce the topic.

4.   CHECKLISTS

Checklists are used by a group of participants either to remind them of key points about a subject or to rate themselves against a set of criteria. They serve as a useful reference point and a summary of important factors being considered by the group. Most checklists are prepared in advance by the trainer or facilitator.

Method

A checklist lists headings in some sort of order without going into detail on each one. Each item on the list should be self-explanatory and act as a trigger or a reminder to the reader. It can either act as a simple self-assessment sheet where the user of the list can tick off items from the list that have been collected or completed, or it can be used for participants to measure their abilities against a set of established criteria.

To be effective, checklists should not be too long, or they simply become memory exercises.

Examples of where checklists might be used effectively

- After making a presentation on future strategies, the facilitator provides a checklist of tasks that should be completed, and participants tick off those tasks that they are able to complete.

- Before running a role-play exercise with a group, a facilitator may refer to a checklist of briefing points to ensure that the group is adequately prepared for the role play.

- It may be used by the facilitator to reinforce points made in a presentation and given to participants for them to assess which points in the presentation already form part of their workload.

5.   DISCUSSION EXERCISES

Discussion exercises form a significant part of the exercises in the Resource Packs. They come in many forms. The value of discussion – between pairs, in small groups, or as part of a plenary discussion – is that it engages the participants in the learning process. By contributing to the discussion, participants are either relating and applying the material to their own situation or questioning and disagreeing with it because they cannot see the connection to their own experience. Either way, discussion forms an important part of testing, refining, and ultimately internalising the course material by the participants.

Discussion may be *unstructured* or *structured.*

Unstructured discussion involves a group of people discussing a very loosely defined topic. No control is taken as to what direction the discussion will take. This type of discussion is often used by mutual support groups and is useful for situations where participants are invited to share experiences or reflections about certain issues.

Structured discussions involve the facilitator in presenting the theme and suggesting questions or issues for the participants' consideration. The facilitator will try to ensure that the discussion does not stray too far from the original subject. Structured discussion is most often used within the exercises, particularly in terms of problem solving, action planning, and case study exercises (see descriptions in this section).

Under *structured discussions,* a number of techniques may be considered:

Debates: This method is useful when there are strongly held and differing views amongst participants on a given topic. The facilitator usually provides a stimulus statement or question and asks participants to argue the case or answer the question from differing standpoints. Time is usually allowed for the different groups to develop their case, and then there is a plenary session where the cases or arguments are debated. At the end of the debate, participants are often asked to indicate whether they have changed their position as a result of the debate.

Triads: This is a method of setting up three-way discussions. It is particularly useful if groups are exploring personal issues or problems. Participants are divided into groups of three, where one member of the group is the speaker, the second person is the listener, and the third person is the observer. Having established and agreed on the topic that the triads will discuss, the role of the speaker is to present the issue or example on which s/he wishes to focus; the role of the listener is to listen to the speaker and to respond with support, counsel, or advice; the observer's role is to take no part in the exchange between the speaker and the listener but to record what occurs and provide either a summary or direct feedback to either party at the end. At the end of the exercise, there should be a short debriefing before roles are swapped and the process is repeated in order to give each participant an opportunity to experience each role.

Fishbowl Exercise: This technique is used in situations where participants listen, initially without comment, to the viewpoints or arguments that another group may hold on a given topic. In such an exercise, a small group of participants is asked to sit in an inner circle whilst the remainder of the group is asked to form a larger circle around the outside of the small group. The members of the small group are

"the fish in the bowl", and the members of the larger group are the observers of the fishbowl. The small group is asked to discuss a topic or an issue. The role of the observers is to listen to that discussion. In some cases, observers may be asked, in the next stage of the exercise, to join the fishbowl group and contribute to the discussion. In other cases, the next stage may be a plenary where the observers discuss their reactions to what they have heard. Participants may then be invited to come together for a plenary session. This technique can also be used in role-play situations where, for example, the small group is asked to play the roles of a group of children discussing how they feel about the way their parents are treating them, and the larger group plays the roles of the parents listening to the children.

Plenaries: This technique is used at the end of the majority of exercises described within the Resource Packs, generally during feedback sessions when work done by smaller groups is shared with the whole group. The benefits of using this technique are that plenaries enable experience and ideas to be shared across the whole group of participants and that they generate a sense of group cohesion, when the small-group discussions or exercises have come to an end.

When several small groups are engaged in giving feedback to a larger group, it can be interesting and stimulating to invite them to use more-creative forms of feedback than just a verbal report.

Creative feedback techniques for small groups include:

- Using mime rather than words;

- Making a dramatic presentation of the conclusions;

- Reporting the key points in the form of a debate between two or more members of the small group;

- Writing key points on large poster sheets attached to the wall and inviting people to walk around and read the ideas before asking questions.

6. LECTURES AND PRESENTATIONS

Speaking to a group as an audience is a long-established method of teaching and demonstrating. It is particularly useful when conveying information or giving an explanation that people need to hear. In working with groups, it has tended to be discarded as an inappropriate method of engaging people and working with them. However, it does have a place in the facilitator's repertoire of techniques. Each of the Resource Packs has extensive topic notes, overhead transparencies, and handouts that can be used to support presentations.

Method

It is more appropriate to think of presentations in terms of giving input to a group where one person holds the attention of all the others for a period of time. Possible situations where such input might be desirable include:

- When demonstrating how something is done so that participants can do it for themselves;

- When conveying information or instructions for a group of participants;

- When summarising the discussion of several groups for the benefit of everyone in a plenary session;

- When wishing to demonstrate or exercise control over all the participants together.

Because participants are not engaged directly in presentations and input and are usually passive observers and listeners, the presentation should be as short, focused, and relevant as possible. Twenty minutes is the absolute maximum that should be used for this type of activity.

Other ways of engaging the group audience in the input are to invite them to ask questions; to draw examples from their experience; to involve them in practical aspects of any live demonstration.

All input and presentations benefit from good forethought.

The following tips for presenters may be helpful.

- Know your material – read it through and don't attempt to talk about something about which you know very little. This quickly becomes obvious and undermines your credibility. If you can't find a suitable external resource person, find out if one of the participants is knowledgeable about the subject. If you have to do it yourself, admit that you are not an expert in the subject at the beginning rather than demonstrating it during the presentation!

- Make sure you have all the material to hand – OHPs, handouts, and any extra notes you may need.

- Use illustrative examples – either from your own experience or from others' experience. This helps to make your points clearer.

- Speak clearly and put your interest over using your voice Nothing is worse than a monotonous presentation.

- Do not speak for more than 20 minutes without a break for questions or comments.

- If there is no time for questions, explain why at the beginning.

- Deal with interruptions politely but firmly – unless you have asked for people to raise points during the presentation.

The following checklist may also be used when preparing a presentation or an input.

Checklist for Preparing Presentations

- Are you using presentations and input for those occasions when other methods will be more useful to the participants?

- Have you limited your input to no more than 20 minutes?

- Does your input have a clear beginning, middle, and end?

- Do you always keep to simple key points?

- Do you support your input with a clear handout?

- Do you know your own body-language mannerisms and how these affect your presentations?

Source: Adapted from Participatory Learning and Action: A Trainer's Guide*. See the annotated reading list.*

Examples of where presentations and lectures might be used effectively

- Outlining models or theories.

- Describing practices or approaches.

- Outlining legislation or policy.

7. QUESTIONS AND ANSWERS

The use of questions and answers forms a significant part of the training and learning process within a training course. Apart from the obvious situations in which participants will ask questions of the facilitator and vice versa, there are other ways in which the use of questions and answers can enhance a training course. Questionnaires can provide useful information for use by the group and contribute to a self-assessment exercise for individual members. They can be developed either by the facilitator or by the participants themselves. Questionnaire surveys can be carried out by participants, either with people external to the group or with each other.

Method

Questionnaires can be devised to suit many purposes. Examples include:

- A checklist of training completed by participants in the past and required in the future;

- A structured analysis of a recent event or incident;

- A method of developing an understanding of prevailing attitudes within a group;

- A self-assessment list of personal skills and ratings on a subject.

Questionnaires require preparation in advance of their use. By planning ahead and developing a carefully constructed questionnaire, it is likely that the answers to the questions will provide more useful information. The following checklist of factors to consider when devising a questionnaire may be helpful.

- Clear purpose – why develop this questionnaire? How will the results be used?

- Logical layout – start simply with straightforward questions. Questions on the same subject should be grouped together. Avoid repetition. End with a question that allows the respondent to add any other comments that s/he considers have not been covered elsewhere.

- Language – keep it simple and straightforward. Keep sentences short. Avoid jargon.

- Length – questionnaires that are too long put people off. If they are too short, they may not provide enough information. A length of two sides (one sheet), or at most four sides, is reasonable. Work out your most important questions first and use these. If there is space left, you can consider adding additional questions.

Examples of where questions and answers might be used effectively

- During and after presentations.

- In group work.

8. USING VISUAL IMAGES AND DIAGRAMS

Many of the recent innovations in participatory approaches have involved a shift from verbally oriented methods (discussion groups, questions and answers) to visually oriented ones (participatory diagrams and visualisations). Everyone has an inherent ability for visual literacy, and the impact of visual methods on communication and analysis can be profound. They allow literate and illiterate people to participate in the process as equals, facilitating the exploration of complex relationships and generating collective knowledge. In this section, the following list of techniques will be described: diagrams and visualisations, using photos and drawings, and using videos.

Using Diagrams and Visualisations

These are pictorial or symbolic representations of information and are a central element of participatory analysis and learning. They can be effective because they:

- Provide a focus for attention whilst discussing an issue;

- Stimulate discussion by both literate and illiterate people;

- Can represent complex issues or processes simply;

- Provide a means for cross-checking and therefore provoking effective group work;

- Evoke creative associations;

- Stimulate people's memory about their past and present situations;

- Reinforce the written or spoken word;

- Assist in decision-making or monitoring.

Method

There are many different diagrams and visualisations. These include: flow diagrams, impact diagrams, flow charts, pie diagrams, Venn diagrams, historical profiles, social maps, resource maps, transects, time lines, sociograms, and many others. It is not possible to describe each of these methods in detail here, but references to good descriptions of these are made in the Annotated Bibliography at the end of this Toolkit.

Examples of where visualisations might be used effectively

- When examining issues with a geographical or spatial dimension.

- When developing a progression of ideas.

Using Photographs and Drawings

Photographs and drawings can be very useful when participants are being asked to illustrate feelings, emotions, perceptions, and attitudes as they utilise the creative and imaginative elements of the brain rather than the rational and logical elements upon which verbal techniques tend to rely. If there is resistance to the idea of drawing, cartoons might be easier, or cutting out images from magazines and pasting them into a collage. Sometimes, pencil and paper work well; other times, felt tips and flip-chart drawings are more appropriate.

Storyboards can be used to illustrate a series of key moments in an incident or to describe the history of an event. They can be produced by the facilitator or the participants.

Examples of where drawings and photos might be used effectively

- When participants are being asked to illustrate feelings, emotions, perceptions, and attitudes.

- As a contrast to using rational, logical, left-brain approaches.

- As triggers for discussions.

Using Videos

The most obvious use of videos is to locate pre-recorded material directly related to the topic that you wish to consider. It can be used as an introduction, a stimulus for a discussion exercise, or to summarise key points. Using videos requires careful preparation. Facilitators should:

- Select culturally appropriate material;

- Gain permission for the use of the material;

- Be familiar with the video material and the equipment (including the remote control, if used) and make a note of the counter settings if different parts of the video are to be used;

- Work out how they will use the video and what questions/issues they want participants to examine;

- Check the equipment on the appropriate day to ensure that everything is compatible and in working order;

- Pre-set the video so that it starts at the correct place;

- Ensure that all participants can see the screen and hear the soundtrack.

Examples of where video might be used effectively

- As a trigger to stimulate thinking about issues.

9. PRODUCING SONGS, POSTERS, AND POEMS

This technique offers an enjoyable and creative way of encouraging participants to synthesise their thoughts or develop key messages from a presentation or a previous exercise. It also provides a way of considering the potential for developing this kind of technique for advocacy or promotion work in general.

Method

A group (or small groups of participants) is asked to develop key messages or summary points about an issue or topic and then to develop these points into an appropriate form of communication to a target group. It is important that the facilitator allows a realistic amount of time for the preparation of these communications and that enough time is allowed for the presentation of the finished pieces.

Examples of where producing songs, posters, poems might be used effectively

- Planning an information campaign.
- Summarising key points of an issue to communicate to others.
- Lightening the tone of a difficult training session.

10. PERSONAL REFLECTION

By inviting participants to reflect on their own experiences in relation to a topic or an issue, the facilitator is encouraging them to develop a greater understanding and/or an empathy for the situation that others may have to deal with. This technique encourages greater insight in deciding how to address the issue at hand.

Method

The facilitator asks the participants to remember a particular situation in their lives. S/he may then ask them to think about a number of questions related to that situation, e.g., why the situation arose, how they dealt with it, what the consequences were. Participants can then be asked to share their thoughts in pairs, small groups, or in a plenary situation.

Reflections and/or reminiscences can also be produced as a paper exercise and shared as appropriate:

An example of this would be **diaries and logs**. Recording events and thoughts in writing is a useful way of encouraging reflection. It enables the writer to understand how and why things have occurred. Setting up a structure for participants to write a diary or log could be very useful as a pre-course or post-course exercise. Logs may be structured or unstructured. A structured log focuses the attention of the writer by using a series of predetermined prompts or questions to which the writer responds in completing the log. This can be done by providing the participants with a pro-forma log sheet with prepared questions established.

An unstructured log or diary presents the writer with a blank space to complete as he or she wishes.

Examples of where personal reflections could be used effectively

- Introducing a topic that may require sensitive handling.

- Analysis of situations faced by individuals.

- Personal evaluation of events or situations.

11. ROLE PLAYS

Role plays can be very effective as training tools. They can also be amongst the most complex activities to plan and run. When it is well run, a role play will have a strong impact, but a poor one is likely to result in criticism and frustration. There is a potential complication in the case of facilitators who may be implementing role plays that they have not developed, and so they must think very carefully about how relevant or effective they will be. This should include careful consideration of any cultural aspects that might affect the running of the role play.

Method

The role play centres on recreating an actual, anticipated, or imaginary scene. This scene would probably involve dialogue and/or action. The script for a role play involves two elements:

- A clear description of the starting point, for example, what is the context, what led up to the point where the role play starts, who are involved, in what capacity?

- An indication of how each person might react or behave after the role play begins – this is often referred to as their brief.

Please see Topic 6 for more-detailed information about how to devise role plays.

The role play should aim to be spontaneous within its established context. Role plays do not provide specific dialogue for the actors, nor do they have a predetermined outcome; their purpose is to explore what might happen and how different actions or statements might influence the outcome. Role plays also provide the opportunity for participants to experience how various situations or outcomes might feel.

When organising or using a role play, facilitators should bear in mind the stages through which the role play goes. The facilitator needs a clear plan that involves:

- Planning the role play in advance;

- Preparing the script in advance;

- Informing and engaging the participants;

- Running the role-play activity;

- Stopping the role play;

- Clearing unfinished business that might have occurred whilst role-playing;

- A short debriefing;

- Bringing the participants out of their roles;

- Debriefing the role play;

- Taking the learning from the role play;

- Transferring the learning to the real world.

If any of the above steps are incomplete or omitted, facilitators and/or participants are likely to experience problems.

Examples where role plays might be used effectively

- To provide participants with the experience of seeing a situation first-hand from the perspective of another person.

- In situations where there is a high degree of trust and understanding amongst the participants, and where there is sufficient time to run the role play effectively. They are not suitable for short-life groups or one-day training workshops.

12. SIMULATIONS

A simulation is an activity that attempts to replicate the dynamics of a complex situation in which people or processes interact with each other. Simulations are similar to role plays in that the participants learn by doing and experiencing. The main difference is that, in simulation, they remain themselves and do not take on new or assigned roles. A simulation may be used to examine how people or processes might react if certain events or constraints were allowed to happen. The main benefit of a simulation is that it provides the opportunity to experience a situation and participants' reactions. Although the processes are designed to be as close as possible to the real thing, they are still controlled within the exercise. In some simulations, experimentation is encouraged. As with role plays, the success of a simulation will depend largely on the quality of preparation.

The main steps to consider are:

- The simulation requires clear focus: What is the situation to be recreated by the simulation? What processes are involved in this situation? What is the simulation designed to illustrate?

- The function of each of the groups or individuals within the simulation must be identified. The greater degree of description, the closer the simulation may come to represent reality but the lower the scope for creativity and inventiveness by participants developing the role.

Examples where simulations might be used effectively

- When examining a complex situation involving a number of different individuals or agencies, for example, a discussion about the best interests of a particular child or group of children from the perspective of different individuals or agencies.

---

13. USING CARDS

Index cards or post-its, or indeed previously prepared and printed cards, can be used in a variety of ways in a training setting. This technique of offering participants a set of prepared and printed cards is especially useful when participants need to become more familiar with important information.

These card exercises can be used with participants for ranking, sorting, and prioritising, or as a follow-up to a brainstorming exercise where a large number of ideas have been suggested that then need to be processed (see section on brainstorming above).

Methods:

Card sorts: Various ranking exercises are based on the use of index cards, each one containing one item from the original list of suggestions. Sets of these cards are given to small groups who, through discussion, sort them into their preferred order of priority. Sets can also be given to individuals who, having sorted their cards, compare their choices with another individual in the group.

Combined sort: In this variation of a card sort, each individual is given a complete set of the same cards. The individual then prepares his/her personal set of priorities. Individuals then combine as pairs and discuss their individual priorities and agree on a joint list. Pairs then combine as quartets to compare pair sets and produce an agreed set of priorities as a quartet. This process continues until one priority list is agreed and produced by the whole group.

Diamond ranking: A further variation of the card sort is best used when the facilitator has more control over the number of options available since it requires exactly nine items to be ranked or prioritised. One of the difficulties with ranking exercises is that people often want to give two or more items the same rank placement. Diamond ranking recognises that there is often a most preferred and a least preferred item and that the others are bunched up in the middle. The facilitator will have prepared sets of nine items on separate cards to be prioritised. Small groups are given a set of the cards and are asked to rank them in a diamond shape (see below).

Most Agree	Most Important
1	1
2 2	2 2
3 3 3	3 3 3
4 4	4 4
5	5
Least Agree	Least Important
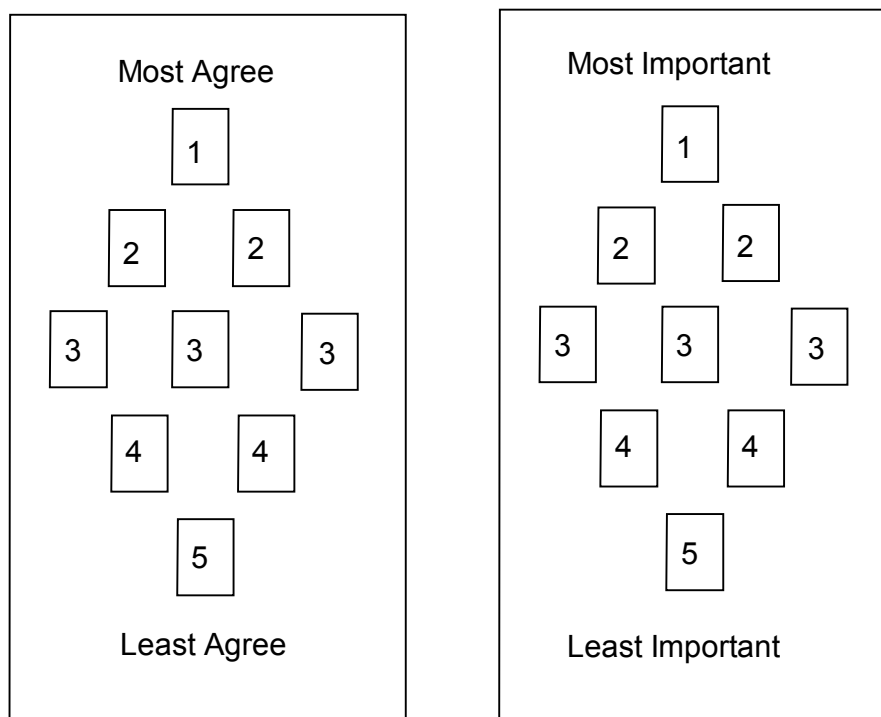
The single items at the top and the bottom of the diamond are the most and the least preferred; the two items below and above these are the next in order; the three items across the centre are of middle order importance, with little to differentiate between them. This exercise is useful for those occasions where it is not easy/possible to rank strictly in order of preference sequentially.

Ranking and prioritising options are almost inevitable in most training courses where participants have the opportunity to generate ideas. The facilitator should have a repertoire of these techniques that can be brought out as required to suit the circumstances of the situation.

Examples where ranking, sorting, and prioritising might be used effectively

- To reinforce familiarity with specific clauses of a legal standard.

- When participants are required to make difficult choices between a number of alternatives.

- To explore underlying values in a non-threatening way.

- To examine differences of view between individuals and groups.

Situation cards: This exercise uses a number of postcards or post-it pads to present to participants examples of real-life situations that they may encounter and to encourage them to think about what they would do next in certain situations. Cards often take the form of:

- What would you do if…?

- How would you feel if…?

- What would your response be if…?

Method

Participants can work together in groups of five or six. Each group has a set of cards that are distributed to the participants who then take it in turn to read out their situation and describe to the others how they would react. Other members of the group are encouraged to add their reactions and responses and to suggest other alternatives. According to the needs of the exercise, debate can continue until the best solution is reached.

Examples of where situation cards might be used effectively

• Situation cards describing different options for the future development of a project can be used to clarify the implications of choosing certain courses of action.

• Where participants are exploring the ways in which they handle particular situations, cards can be developed and distributed for discussion.

14. PROBLEM-SOLVING

The objective of any problem-solving exercise is to encourage participants to learn new skills or apply existing skills to a situation. Numerous different problem-solving activities have been created by different trainers, and, in this section, it is possible to outline only a few of the different approaches.

Methods

Simulations: A simulation, such as the production of a news programme on video, is an excellent way of generating a dynamic problem that requires a creative solution and teamwork. (Simulations were described in more depth earlier in this section.)

Real problems: Some groups may be at a stage of development where they are ready to apply their skills and knowledge to tackle real problems that they face. In this case, the *group* and/or the facilitator should agree on the definition of the problem and use a variety of techniques, such as brainstorming, critical incident analysis, case studies, small groups, and role play to solve them.

Analysis: An essential part of problem-solving is to analyse the problem itself – what has caused the problem to occur? What are the different "components" of this problem? There are various techniques for facilitating analysis.

One example is SWOC analysis. SWOC stands for Strengths, Weaknesses, Opportunities, and Constraints – these four headings provide a structured way of reviewing any situation or event. By way of example, if we consider the question "How do we apply our new learning?", this may generate the following questions.

Strengths: What are we good at doing? What have we gained? Where are we confident?

Weaknesses: Where are we vulnerable? What else do we need to do or learn?

Opportunities: How will we now use what we have learned, gained, or done in the future? Can colleagues or counterparts benefit from what we have learned?

Constraints: What might undermine this learning? What support is required to make sure our plans happen?

Method

This technique works best when participants work in small groups, each with a poster-sized version of the SWOC grid. They then complete each quadrant of the grid with their ideas. The finished versions can then be displayed, compared, and discussed.

Strengths	Weaknesses
Opportunities	Constraints

Examples of where SWOC analysis might be used effectively

- To review the current and future work of a team, project, or programme.

- To examine actions or proposals that a team or group may be considering.

- To review the decisions made in a case study exercise.

- To review or evaluate the learning.

Audits: This is another form of analysis that can be applied to situations where participants need to understand the various components of a situation or problem before they are able to decide how to deal with it. For example, participants may be asked to provide an audit of the services that they are currently offering to a community. They will develop the audit by checking and analysing their own skills or actions against a given set of criteria.

Examples of where audits might be used effectively

- In analysing what components of a whole programme participants are able to perform effectively.

- In analysing what parts of a programme may not be working.

15. PLANNING EXERCISES

This group of techniques is used after some learning or insights about a particular topic, or issue, have been acquired. Once the participants understand the issues involved, they are in a better position to consider how they should go forward, either individually or as part of a team. A planning, or **action-planning**, exercise towards the end of a course or workshop forms an important part of the process of transferring the work of the individuals within the group to the external world where this work will become a reality. It also provides time for reflection both about the course itself and its relevance to the participants' own working situations.

Method

There are many different ways of developing planning exercises. The facilitator can design a short pro-forma (to suit the training situation) that individual participants then fill in. Participants can work together to develop their own ideas for an action plan, guided by a series of headings suggested either by themselves or the facilitator.

Plans can be very simple: the facilitator might ask participants to think of an action point to address each of the following headings. STOP (one thing that you plan to stop doing); CONTINUE (one thing to continue doing); and START (one thing to start doing) as a result of this workshop. Or they can be very complex: using elaborate frameworks where participants are encouraged to answer the *what*, *who*, *why*, *when* and *how* questions for each of the actions that they plan to carry out.

A widely used management tool is the **critical path analysis**, or network analysis. This is a method of planning and controlling complex projects, with the objective of getting the right things done in the right order at the right time. The project is broken down into a number of separate activities, with a critical path diagram then showing the order in which each activity must be undertaken. The diagram will reflect the duration of each activity and specify the earliest date at which later activities can begin. Various activities may advance in parallel.

Each diagram is composed of activities and nodes. An activity is that part of the project that requires time and resources – it is represented by an arrow, running from left to right. A node is the start or finish of an activity, and it is represented by a circle. Each diagram must start and end on a single node, and no activity lines must cross each other.

The diagram will thus show which of the activities are critical to achieving the objective – this means that if these activities are delayed, then the project will not be completed on time. Resources can then be concentrated on ensuring that these critical activities are completed on schedule. Other activities that are not critical have a degree of flexibility in the amount of time taken to complete them.

Examples of where planning might be used effectively

- Towards the end of a workshop.

- At the end of an important discussion where it has been clear that a change of policy or practice will be needed.

FIVE TIPS FOR SELECTING TRAINING METHODS

1. Look at the training objectives and consider what methods will best achieve these.

2. Consider the participants' experience and expectations – is this method the best way of getting participants to learn this topic?

3. Consider your skills, experience, and confidence as a trainer/facilitator.

4. Consider any special facilities, equipment, time, or other requirements needed to use the method.

5. Use a variety of methods to stimulate the senses but do not overload.

Topic 5

Introductions, Energisers, and Quick Review Methods

INTRODUCTIONS, ENERGISERS, AND QUICK REVIEW METHODS

This topic offers facilitators a variety of suggestions for exercises that can be used at the beginning and at the end of any training session. It also provides ideas for energising a group in the middle of a training session or at points when energy and concentration levels are low (e.g., immediately after lunch). What is offered here is a small menu of ideas. Facilitators may well have others that they are experienced in using. When facilitators are running training sessions for other groups of trainers (training of trainers), it is also a good idea to ask the participants to share any methods with which they are familiar. It acts as an energiser in itself if a small group of participants are made responsible for introducing energiser activities.

INTRODUCTIONS

Purpose

To enable people who are new to a training course to become acquainted with other participants and to help build a climate of friendliness and informality.

- **Who are we?**

1. Participants work in pairs, discovering basic information about each other: name, organisation and what the organisation does, their role in the organisation. Give each pair about five minutes to discover the answers. Then have the participants introduce each other to the group.

2. Each person is given a blank name tag and asked to put his or her first name or nickname on it, plus five words or brief phrases that can be used to start a conversation about oneself. The words should not tell a story themselves but should serve only as a catalyst for conversation between the pair. Examples could refer to one's hometown, a childhood favourite food, or a unique experience or interest.

   e.g.   Mary (Mags)

                   Paris

                   Pot-holing

                   Blue fish

                   Jazz

When everyone has written down their details, go into groups of two to three and see what discussion the badges provoke. After a few minutes, ask the

groups to change in order to encourage everyone to meet as many people as possible.

3. Each person is given a blank name tag and asked to complete the following:

- My name is:

- I have a question about:

- I can answer a question about:

Then allow up to 15 minutes for people to mix and discuss the name tags.

- **Names**

Ask each person to think about their first name and what it means to them, if they like it, or the real meaning of their name. Get each participant to come up to the flip chart and write their name and a statement about it. The group, including the facilitator, can ask questions for clarification or offer thoughts on the statement made.

- **Autographs**

Devise a short worksheet similar to the example below with a list of statements (up to 10), with space for a signature underneath each

---

Autograph Sheet

Try to find people for whom the following statements are true (one person for each statement). Ask each person to sign their name in the space below the appropriate statement.

1. Someone who has worked in their current job for more than four years.

   _____

2. Someone who has more than three sisters.

   _____

   etc.

- **Dialogue booklet**

This booklet involves some preparation, but, as you ask people not to write in the booklets, it can be used over and over again. The front sheet should contain the following instructions:

Dialogue Booklet Instructions

- You should be sitting comfortably with your partner and free from distractions.

- You should NOT look ahead in this booklet.

- Each page has an open-ended statement that you and your partner should discuss.

- All the information you discuss is confidential between you and your partner.

- Each person should respond to the statement before turning to the next page.

- PLEASE DO NOT WRITE IN THIS BOOKLET.

On each of the pages of the booklet, there should be *one* (only one) of the statements below. Allow time for the participants, in pairs, to work their way through the booklet.

1.   My name is ….

2.   One of my favourite places is …

3.   A pleasant memory from my childhood is …

4.   My current job is …

5.   What I like most about my work is …

6.   The reason I am attending this training workshop is …

7.   The best training course I ever attended was … because …

8.   For me, the most difficult thing about training others is …

9.   The person I have learned most from in my life is …

10.   What I understand by the expression *participatory training* is ..

11.   What I hope to learn by our working together is …

12.   What I have enjoyed/disliked about this dialogue exercise is …

- **Pictures**

For group members who do not know each other, have them draw their names in pictures. The group then tries to guess the name.

For group members who do know each other, each person draws six pictures that identify important things to or about them. The group then has to guess who fits the set of pictures.

- **Stepping Stones**

Ask participants to work in pairs, interviewing each other. They should be asked to think of, and note down, five key events or "stepping stones" in their lives that are significant in bringing them to this point (and the workshop). Stepping stones may be:

- Childhood experiences;

- Influence of parents, relatives, or friends;

- Formal training experiences;

- Key events, meetings, reading;

- Changes in career, job experience;

- Any other key event.

After interviewing each other, participants can then feed back into the main group.

- **Lifelines**

Halfway down a piece of flip-chart paper (in landscape format), draw a line across, dividing the paper into two. Write the word "work: in the top half and the word "life" in the lower half.

Individual work (15 minutes):

Participants are asked to imagine that the left-hand end of the line is when they were born and the right-hand end is the present. They should write in the most significant events that have happened to them. If these events are related to work, put them in the top half; if not, put them in the bottom half. Participants should be prepared to discuss the lifeline with other participants.

Participants should make sure they put in the lifeline when they first got involved in work with refugees and when they started in their present job.

Group work (30 minutes):

Participants then get together in small groups of three to four and take turns telling the others about their lifeline. Participants should be encouraged to ask each other questions.

ENERGISERS

Purpose

To be used at any point that the facilitator thinks the group needs to change focus or to refocus or to be reacquainted if there has been a break in between sessions.

- **Tick Tock**

Participants sit in a circle. The facilitator takes two markers and hands one to the person on their right saying, "this is a tock". The person who takes it from the trainer says, "A what?". The trainer replies, "a tock". The person then continues the process to their right. Then the trainer turns to their left and hands the second marker to that person, saying "this is a tick", etc. Continue until a tick meets a tock and see what happens!

- **I like people who…**

One person stands in the middle of a circle of chairs. The person standing says, "I like people who like…" e.g., "I like people who like chocolate." Everybody who likes chocolate then has to move across the circle to another chair. The person who is left standing then chooses their own like.

- **Something new**

For groups who know each other. Get participants to speak to as many people in the group as possible, finding something new about each person. Keep the time quite tight (e.g., five minutes) and make sure people keep moving.

- **Fruit salad**

This exercise is an excellent energiser. Form all the participants in a circle and ask each to sit on their chair or cushion. Make sure that there are no extra cushions or chairs. Starting with yourself (standing in the middle of the circle with no chair or cushion), allocate the name of a fruit to each person in turn. There should be four fruit names, for example, mango, apple, pineapple, orange.

Explain that when you call out the name of a fruit (for example, mango), all the mangoes should stand up and change places. They are not allowed to sit back in the same chair. However, the caller in the middle should also try to sit down on a vacant chair. Because there is one fewer chair than people, this means that one person will end up without a chair. That person must stand in the middle and call out the name of a fruit. Again, all the people with that fruit name must change places, and so on.

At any time, the caller can shout "fruit salad". Then everyone must change places!

Continue for a few rounds or until everyone is exhausted!

- **Elephants and giraffes**

Everyone stands in a circle. One person calls out the name of a participant followed by "elephant"' or "giraffe". For "elephant", the named person holds out their arm like a trunk. The people on each side make the ears using their outside arms. For "giraffe",' the named person raises both arms above their head with the hands clasped to make the giraffe's head. The two people on either side extend their outside legs forwards to make the giraffe's legs. Anyone who is slow or does the wrong thing has to call out the next name and animal.

WEB SITES

For other energisers (check for cultural suitability), visit the following web sites:

www.nwlink.com/~donclark/leader/icebreak.html

www.cornell.edu/Admin/TNET/Icebreakers/Icebreakers.html

www.ort.org/anjy/gamebook/

QUICK REVIEW METHODS

Purpose

Facilitators need to know how a training workshop or course is going. It is not enough to wait until the end of a session to ask participants if they felt that the course was valuable: strategies must be in place for continually checking with participants that the workshop objectives are on target in relation to the content and structure of the workshop. Revisions to both structure and content must be considered if the participants record that they are not satisfied with the way in which the workshop or training event is developing. A number of quick review methods, which will provide facilitators with essential feedback, are suggested below.

- **Talking wall**

The talking wall is a group exercise that provides opportunities for all participants to respond to open questions or statements from the facilitator, to evaluate a session, to record attitudes to a given topic, or to comment on a given aspect of the training session. The exercise is conducted in such a way that all comments are public for others to read and supplement in an interactive way.

Several flip-chart sheets are prepared as posters by the facilitator in advance. Each poster contains an open statement printed at the top (e.g., "What I think is missing from this workshop is…"). The sheets are placed around the walls of the room where everyone can read them. Each participant is given a marker and invited to walk around the room adding appropriate comments to each sheet. Alternatively, each person may be given a supply of post-it stickers and a pencil and asked to write comments on separate stickers that are then posted on the most appropriate sheet. Everyone should be encouraged to read the comments written by others. This technique is thought-provoking and good fun to do for virtually all groups.

- **Feedback rounds**

Rounds provide a quick and simple method of gathering an instant reaction from all participants to the current state of the course or group.

At a suitable point in the programme – usually at a natural break or between exercises or before moving on to a new topic – the facilitator announces that s/he would like to hear from all the participants how the course (or the most recent part of it) is going. The idea is to receive quick, impressionistic responses, *not* analytical or detailed answers.

- **Choose your corner**

Set up four flip-chart sheets, one in each corner of the room, each with the title of a session from the previous day (or a subject area). Ask participants to go to the subject that most interested them the previous day. The group gathered around each sheet brainstorms about the main things they learned about the session. These are written up on the sheets. Feedback from each group should be requested in sequence.

- **Bus stop**

Using the same format as "Choose your corner", participants are allocated to four groups. Each group spends two minutes at each "bus stop", brainstorming about learning points. Each group moves around to the other bus stops in turn, adding anything they learned to the lists. Feedback from each bus stop.

- **Clap, clap, <word>**

Everyone stands in a circle and is given one minute to think of one word (only) that summarises how they feel as a result of the training session. Start a round by clapping hands twice and asking the first person to say their word; then clap twice and the next person says their word, and so on around the circle. Get a good rhythm going:

Clap, clap, <word>, clap, clap, <word> … going right round the group.

Stop the clapping and ask each person, in turn, to explain briefly why they chose their word.

End with another round of clap, clap <word> (repeating their chosen word).

- **Continuum cards**

These can be used to check participants' views of the workshop. The facilitator should write pairs of cards and set them out as a continuum on the floor with a few metres between the cards. Examples of pairs would be: very interesting ⟵⟶ very boring; very relevant ⟵⟶ not relevant. Participants are given a blank card and asked to vote (anonymously as far as the facilitators are concerned) by placing their card on the appropriate place on the continuum.

Topic 6

Devising Case Studies, Role Plays, and Exercises

INTRODUCTION

This Resource Pack contains extensive training material for all the topics. However, these materials may need to be adapted for a number of reasons:

- The local situation, programme, or organisation presented might not be relevant to the intended participants;

- The Resource Pack material may be culturally unsuitable for the location or the country;

- The facilitator may wish to introduce different training techniques to those proposed in a particular exercise;

- The facilitator may wish to stress different learning objectives.

In these circumstances, the facilitator may have to modify existing material or develop more-appropriate materials.

Writing customised material for individuals or groups to use requires time and patience, but it is not difficult if some straightforward steps are followed.

1. Review your learning objectives for the training and be sure about what participants are expected to be able to do, know, or be aware of.

2. Be clear about what you want participants to learn or create from the material. This can include:

   - Reviewing specific ideas;

   - Reviewing legislation/polices or procedures;

   - Reviewing previous experience;

   - Analysing situations, plans, or programmes;

   - Solving specific problems;

   - Selecting alternatives from options;

   - Developing an action plan.

3. Select the training method you want to use. If you are not sure about the most suitable method to choose, refer to the descriptions in Topic 4 or look at examples.

4. Write the material and check to ensure that it addresses the learning objectives you established earlier.

5. Pilot the material by using it with colleagues. If this is not possible, ask colleagues to read and give you feedback on the material. This step is extremely useful and can avoid simple oversights or unclear instructions before the materials are used in the training setting. Make any necessary changes.

6. Use the materials and ask for feedback from participants. Use the feedback to continuously improve your training material.

Specific guidance is given below for case studies and role plays.

WRITING CASE STUDIES

Case study exercises can be divided into three separate parts:

Part 1: A briefing sheet for the facilitator

The briefing sheet could have the following suggested headings:

Learning objectives

It is best to limit these to two or three in number.

Case summary

A two- or three-sentence summary that focuses on the main points of the case for the benefit of the facilitator.

Time required

A realistic estimate of how much time is required for reading and discussion.

Materials required

Including a copy of the case study handout and a separate handout with the discussion questions.

Suggested discussion questions: understanding the case

Always include in the facilitator's notes some suggested questions (no more than four) that should relate to the learning objectives and enable the participants to develop an interesting discussion. Always use open questions (i.e., ones that begin with What …?, Why …?, Who …?, Where …?, When …?, Which …? and How…?), as these encourage discussion. Other facilitators may choose to develop their own questions, but some examples can be very helpful.

Discussion questions: applying the learning to participants' own situation

These can be general questions that encourage participants to relate the case to their own situation. Examples might be:

Which parts of the case discussion remind you of situations you have to deal with?

What do you plan to do differently as a result of what you have learned?

The rest of the story

If the case is based on a real situation, it can be interesting for participants to know what actually happened. Always ensure that participants realise that this is not to be considered the "correct" answer.

Part 2: The text of the case

Select a situation from your own or your organisation's experience that reflects the issues you wish to explore. Are there any real-life situations that are close enough to work as a case study? If yes, then use that as the basis of the case study. If no, then write a situation or scenario that will address the issues to be explored. The level of complexity or difficulty needs to be carefully developed. The case study needs to challenge participants, but a solution to the problems posed should be achievable.

The case study should describe the events in the form of a story. The text should provide insights into the dilemmas or problems faced by those in the story. The case study should include a decision point, when the central problem or issue is posed to the reader. The decision point can be told in more than one way: the story can be told from a personal perspective with the decision point at the end; the decision point can come at the beginning of the story, with events leading up to that point coming next; or the case can be told from the personal point of view of several individuals before the decision point is reached.

The following checklist[1] may be helpful when writing the text:

- Don't present too many issues. Allow the problem to stand out clearly.

- Avoid over-generalisation, and focus on the detail that underpins the learning objective.

- Try to raise issues that are widely relevant.

- Don't leave room for assumptions. Participants should be able to draw as much information as they need from the handout.

- The characters and the situation should be as realistic as possible. Direct speech can be helpful here.

- The decision point of the case should be the climax; it should try to recreate the tension in the situation.

- Present as much data as necessary with as little interpretation as possible. The idea is to make the participants grapple with all the possible meanings of the situation and develop their own interpretations.

- Creative ways of presenting information can help bring a case to life. It may help to introduce pictures, drawings, illustrations or maps.

- Keep the language simple and easy to understand. Avoid jargon at all costs!

- As with any writing, keep the potential audience in mind.

- If possible, test the case out with colleagues before using it with participants.

The text of a case study should normally be no longer than one side of A4 paper. This makes it possible for participants to read it at the beginning of the allocated time for the exercise. Some excellent case studies can provide enough useful

---

[1] This checklist and other guidance in preparing case studies is from James Taylor, Dirk Marais, and Stephen Heyns (eds.), *Community Participation and Financial Sustainability: Case Studies and Lessons from Development Practice*, Juta and Co./CDRA, Wetta, South Africa, 1998 (ISBN 0 7021 4629 3).

material in two or three well-written paragraphs. The text should provide enough background information to enable the participants to place the issues covered in context but not so much that participants feel that it is not relevant to their situation. Aim for a balance between making the situation seem real and believable whilst avoiding unnecessary detail. Remember, the purpose is to generate learning, not to overload participants! The same applies to the number of questions; fewer are better than more.

If the situation is complex and requires more than one side of an A4 page, try to give it out to the participants in advance of the training session to enable them to read the case carefully and check their understanding.

Part 3: A question sheet

Carefully prepare three or four questions to generate the outcomes set out in the learning objectives. Since a case study may be used in a variety of settings with different types of participants, the questions need to be carefully prepared for each set of learning objectives. For this reason, it is better to prepare a separate sheet for the questions rather than include them on the same sheet as the text of the case.

ROLE PLAY

A role play centres on creating a learning opportunity using drama with dialogue and action. This combination of action and dialogue can be referred to as a script. When devising a role play, unlike a theatrical play, the script is incomplete in order to allow the participants to contribute their views to the proceedings.

A role play should include two key elements:

- A clear description of the starting point, for example, what is the context, what led up to this point, who is involved, in what capacity?

- An indication of how each person might react or behave after the role play begins – this is often referred to as their brief.

When preparing the role play, it is important that everyone is clear about the starting point. The following list presents a number of issues that should be considered by the facilitator.

- Clearly establish the learning points that you wish the role play to address. It is best to limit the role play to two or three key learning points.

- Select a situation that reflects the issues you wish to explore; remember, it has to be an active situation to work, as a role play requires participants to act and engage in dialogue and discussion with each other.

- Clarify the role-play scenario in advance. It can be a real situation or a situation constructed to bring out particular learning points. Unlike case studies, role-play scenarios are often better when "manufactured", rather than using real situations.

- Prepare the script scenario, giving adequate detail for participants. If it is intended to limit the range of options that participants can select, then the script must be quite tightly written. If the intention is for participants to fully explore a

range of options, then the scenario can be more open. Do not overload with unnecessary detail. Remember, the purpose is to generate learning.

- Prepare the participants' briefs for the role play. As with the script, these can be open or tight. The detail for each brief must be adequate for the participant to be able to participate fully and thus get the maximum learning from the experience. Normally, one paragraph should be enough to brief each participant about their role.

- Decide whether all the participants will be involved in the role play or whether there will be observers. It is usually better to limit the number of participants to the number of meaningful roles rather than try to provide everyone with a part. Those participants who are not actively role-playing can become observers who watch closely what unfolds and give valuable feedback and commentary after the role-playing has ended.

- If there are observers, they should be provided with an observation sheet that includes the script scenario, the participants' briefs for the roles involved, and a number of specific requests for what the observer should be observing. An observer may be asked to track one particular character in the role play or to examine a specific issue (for example, how conflict was addressed) or may simply be asked to report back on what they saw happening during the role play.

- Prepare questions for debriefing the participants in order to bring out the key learning points. There should normally be no more than three or four questions.

- Prepare any notes for the facilitator to aid the effective running of the role-play activity. This should include notes on de-roling participants prior to the general debriefing from the role play.

- Prepare a facilitator's checklist of the key learning points to be examined during the role-play debriefing. This could include some questions to encourage participants and observers to reflect on what they learned and how they might apply the learning in their work.

OTHER EXERCISE MATERIAL

Writing other material may be more difficult depending on the level and complexity of what is proposed.

Exercises such as simulations, problem-solving, situation cards, and material for small group discussions are relatively straightforward to produce, providing that similar rules and guidelines outlined above for case studies and role plays are followed.

Care needs to always be taken to ensure:

1. Relevance to the local situation;

2. Cultural sensitivity;

3. The material produces the type and range of learning desired;

4. The training method is within the skill and capacity of the facilitator.
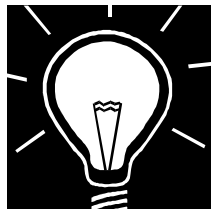
Topic 7

The Use of Audio-Visual Aids

INTRODUCTION

The purpose of any audio-visual (AV) aid is to add to, and complement, the methods and design selected by the facilitator. They are not substitutes for teaching the material. Research shows that the more senses used when taking in information, the better the retention of that material. Audio-visual aids are an important way of adding to the variety of senses used.

- Audio-visual aids should not be used to cover material that the trainer has not introduced and developed during the session.

- They are not substitutes for using appropriate methods. Sometimes, facilitators can use AV aids as an alternative to putting the time into selecting appropriate methods.

The most commonly used audio-visual aids are:

- Flipcharts;

- Whiteboards and chalkboards;

- Overhead projectors (OHP);

- Models;

- Photographs, posters, and maps;

- Films;

- Videos;

- Slides.

It is possible to enhance all training sessions with the use of good audio-visual aids. Sometimes, simple examples, pictures, or hand-produced work can be more effective than a computer-generated audio-visual aid. The most commonly used ones in the Resource Packs are flipcharts, whiteboards/chalkboards, and overheads. This topic will review the use of these three audio-visual aids. They have three general applications.

1. **Participants' input**: participants are encouraged to write down answers and ideas in groups, or individually, for later discussion or use.

2. **Facilitator usage**: key or important words, phrases, and ideas from the session can be written on a flip chart, whiteboard/chalkboard, or OHP as the facilitator leads the group through the learning.

3. **Prepared material**: the facilitator prepares material before arriving at the workshop (this usually applies to flip charts and OHPs, as it is difficult to prepare boards in advance).

The following are ideas and good practices to improve the use of these three AV aids.

FLIP CHARTS & WHITEBOARDS OR CHALKBOARDS

These are the simplest of the audio-visual aids, because very little can go wrong. Stick newsprint on a suitable wall as a good substitute if a stand is not available.

The size of the trainer's writing is important if the material is to be read. Write clearly and increase the size of the writing if the audience is farther away.

Colour is important: Remember to use strong or bold colours and avoid red and green together, as, with colour blindness, this can occasionally cause confusion.

OVERHEAD PROJECTOR

The OHP is very simple. There are two main things that can go wrong. A bulb or a fuse can blow, both of which are very simple to fix. Make sure you know where replacements are before you start. If the electricity goes off, there is little you can do about this except have alternative ways to share the information.

OHPs are easiest to use if prepared in advance. The main ways to prepare the materials are:

- To write on the transparencies with either permanent or water-soluble pens. These come in a variety or colours, shapes, and thickness.

- To photocopy material. Ensure the transparencies are suitable for the copier!

- To use standard computer word-processing packages or specialist programmes to produce high-quality and multi-coloured material. Transparencies can be printed using ink-jet, bubble-jet, and laser printers.

There are some simple rules that will help the use of OHPs:

- Do not overload each transparency with too much information. The content of each sheet should be readable in a short time and made up of the key learning points.

- Do not use too many transparencies. Avoid projecting each and every idea onto the screen; overusing transparencies will reduce their individual impact.

- Turn the OHP off when not in use. It is a powerful visual stimulus and easily distracts the participants' attention away from what the trainer might be saying or doing.

- Use a large, bold, and plain type face. The larger the room and the farther away the group, the bigger it should be: a minimum is 16-point and, if possible, in bold.

- Finally, the trainer should read from the projector (or from notes) and not the screen, face the audience, maintain eye contact, and engage them directly.

FIVE TIPS FOR USING AUDIO-VISUAL AIDS

1. Use them to focus participants' attention on the key learning points.

2. Don't overload overheads with too much information.

3. Less can be better than more. Use audio-visual aids for maximum effect, not as a crutch.

4. Be aware of clarity of writing and size of writing when using flip charts.

5. Be prepared to deal with problems.

Topic 8
The Use of Handouts

Each handout should have a clear purpose relating directly to the content of the material being worked on by the group.

Handouts can be used:

- To summarise the key points;

- To convey instructions;

- To provide supplementary information to that contained in the main presentation;

- To provide illustrations and examples of materials discussed in the main presentation;

- To outline or present abstract or complex ideas or material.

Handouts should be prepared on separate sheets of paper with clear headings, structure, and layout. Where a series of related handouts are being prepared, it is helpful to use a consistent style and to number each one consecutively.

The following points may be regarded as tips in the preparation of handouts:

- Avoid lengthy handouts and too much detail; they reduce the chance of the material being read or used;

- Avoid unnecessary jargon or abbreviations that may confuse readers;

- Use pictures, charts, and diagrams to convey ideas whenever possible;

- Use larger print sizes and good spacing of text to aid reading;

- Tell people in advance that a handout will be issued so that they concentrate on listening.

Topic 9
Feedback and Evaluation

Evaluation of training is something that facilitators often talk about but rarely carry out effectively. Most facilitators are content with written evaluations at the end of workshops. Some may include the opportunity for oral feedback sessions, but rarely are these fully utilised by the facilitator, who often seems concerned (even frightened) by what the participants might say.

A major gap in evaluation is the failure by the facilitator to find out if the training objectives have been achieved, and this section examines some important aspects of evaluating the training process. Remember that evaluation is about the whole training process and not just the training event.

The following diagram has been used in a number of training-of-trainer courses. It illustrates the different levels of evaluation that are necessary at the different key stages of promoting and achieving change.

Facilitators will recognise that they are not responsible for all parts of this process, but it is important to understand where training fits into this process and what exactly the facilitator is responsible for evaluating.

```
┌─────────────┐                    ┌─────────────┐
│  Concerns   │                    │  Increased  │
│ about the   │                    │ Respect for and│
│  Rights of  │   Impact           │Implementation│
│  Refugee    │   Evaluation       │of the Rights of│
│  Children   │                    │  Refugee Children│
└──────┬──────┘                    └──────▲──────┘
       │                                  │
       ▼                                  │
┌─────────────┐                    ┌─────────────┐
│Organisation │  Performance       │Organisation │
│   Needs     │  Evaluation        │  Benefits   │
└──────┬──────┘                    └──────▲──────┘
       │                                  │
       ▼                                  │
┌─────────────┐                    ┌─────────────┐
│  Training   │  Learning          │  Training   │
│ Objectives  │  Evaluation        │  Outcome    │
└──────┬──────┘                    └──────▲──────┘
       │                                  │
       ▼                                  │
┌─────────────┐                    ┌─────────────┐
│  Training   │  Reaction          │  Training   │
│   Design    │  Evaluation        │  Delivery   │
└──────┬──────┘                    └──────▲──────┘
       │                                  │
       └──────────────────────────────────┘
```
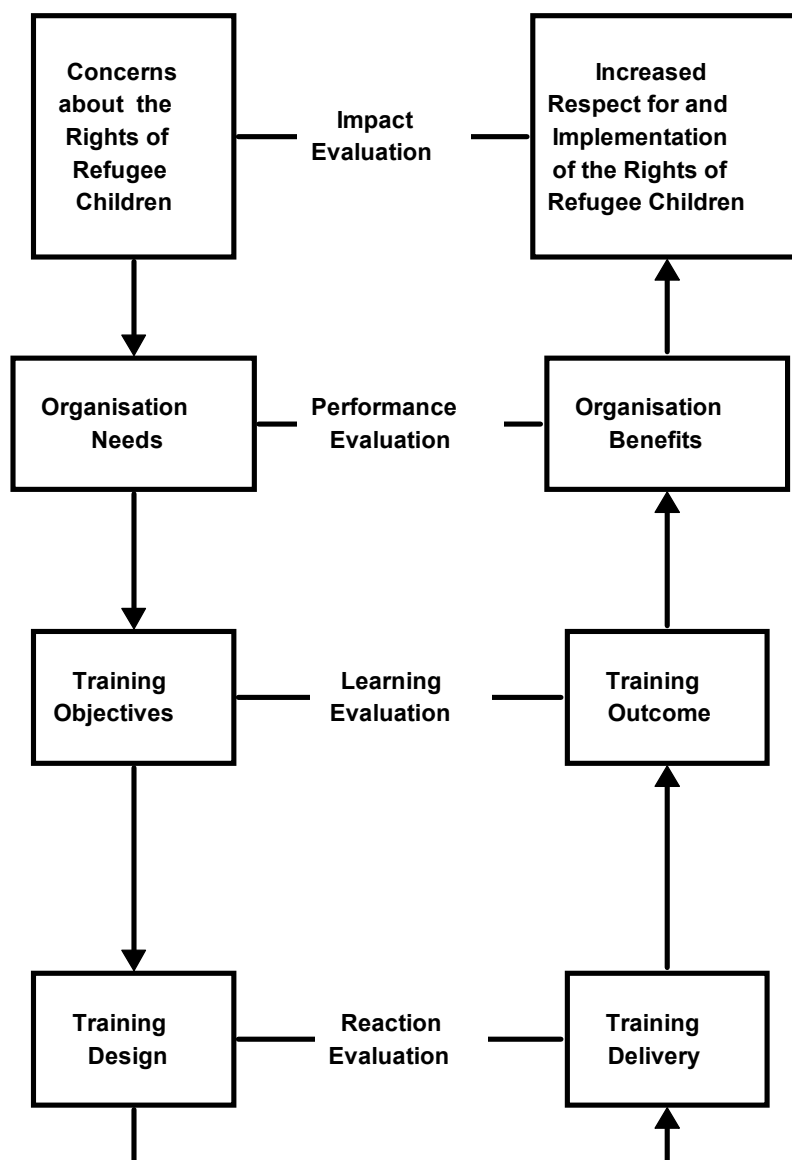
REACTION EVALUATION

This measures the reaction of the participants to the whole, or a section, of the training.

Good feedback is essential for facilitators to improve their own effectiveness and the quality of the programme. Throughout the workshop, feedback must be continually sought from participants to ensure that the facilitator is aware of the effectiveness of the programme and can tailor the programme to the distinct preferences of every group of participants. Structured feedback is equally important for participants to feel a sense of ownership over the training process and to allow participants to vent frustrations.

An important element of this process is the use of a reaction questionnaire at the end of the event – often dismissed as "happy sheets" – that tries to ascertain how people feel as a result of the training.

The main difficulty in reaction evaluation is to devise a way of accessing useful information without frustrating the participants because of its length.

LEARNING EVALUATION

This measures changes in the participants' skills, knowledge, attitudes, and practice, by comparing pre-training standards with post-training results. Post-training does not always mean at the end of the whole workshop or programme, it can be after the completion of specific parts of the event.

Learning evaluation starts during the training. Ways of monitoring whether or not the participants can do the things set out in the training objectives must be built into the programme.

This can be done in a variety of ways;
- Practical tests
- Written tests
- Case study exercises
- Problem-solving exercises
- Any other method that shows that the participants can do the things contained in the objectives.

It is important that the participants know the results of this monitoring because they need to be clear how they stand in relation to completing the training objectives.

PERFORMANCE EVALUATION

This measures the change in the participants job performance over a period of time, which can be attributed to the training by comparing the participant's performance before and after their attendance at a training event.

This part of the evaluation process checks that the identified training needs (which were the basis of the training) have been satisfied. Participants may be able to satisfy the training objectives on the course, or workshop, but the real test is if they can put the learning into practice on the job.

Performance evaluations can only be conducted several weeks or even longer after the training – and then repeated several months later to check for further changes over time – using methods similar to those used in carrying out a Training Needs Analysis.

IMPACT EVALUATION

This is long-term evaluation and usually outside the remit of the facilitator. It will normally be carried out by training officers or departments when the organisation needs to know how effective its overall approach to training is.

A comparison of the productivity, effectiveness, or performance of all or part of the organisation or particular parts of its work. These are then compared after a programme (not just one workshop or course) of training and development. The effect or the impact is then assessed to find out if the training has made a difference.

EVALUATION TECHNIQUES

As already mentioned at the beginning of Topic 3, the materials in this Toolkit focus on training in a workshop environment. Clearly, in such a setting the facilitator has a responsibility for performing reaction, as well as learning, evaluation. The following are some suggestions on techniques that may be helpful to the facilitator but that could be adapted or developed to be used with other sorts of evaluation.

Self-assessment Activities

These comprise any technique in which group members are invited to reflect on and assess their own level of skill, knowledge, or awareness. Self-assessment can be carried out to introduce a new topic, focus the group's attention on the current topic, and inform the facilitator about existing levels of ability or attitudes. It can also be used as part of a subsequent evaluation of what has been learned as a result of the training. Techniques often used within a self-assessment activity include questionnaires, rating scales, and sentence-completion exercises.

Variations on this approach could include peer evaluation, or monitoring and evaluation by supervisors. Each type should have a clear structure that everyone involved is aware of, and the structure should include provision for prompt feedback and guided follow-up.

Checklists

These are similar to self-assessment activities and are used by groups to remind themselves of the key points about a subject or to rate themselves against some key criteria. Most checklists are prepared by the facilitator in advance. The checklist looks something like a shopping list in that it lists headings and points in some sort of order without going into detail on any one. As a self-assessment exercise, participants tick off items on the list that they have collected or completed; or they answer a simple "yes/no" when assessing their own abilities against a set of criteria.

Rounds

Rounds offer a quick and simple way of gathering instant reactions and feedback from all members of the group on a current issue. When the facilitator wishes to hear the views of everyone in the group, they call for a round. A straightforward question is asked of each person in the group, and they are given the opportunity to reply without comment being made at that point on those replies.

Evaluation Forms

The pre-prepared evaluation form provides a structured way of gathering information in written form from all participants after an event. Findings may be collated and summarised in an evaluation report. Evaluation sheets may take many forms: short or long; quantitative or qualitative; personal or anonymous; process-oriented or outcome-oriented. See **Handout 9.2** for a straightforward example of a standard short course evaluation form.

There are three basic styles of reaction questionnaires.

1. Boxes to be ticked, which indicate how each participant felt about various aspects of the training. Their advantage is speed and simplicity, but their

disadvantage is that, because of their simplicity, it is not always clear what is behind the particular score.

2. A series of open-ended questions that encourage the participants to write their reactions to various aspects of the training. The advantage is more detail, but their disadvantage is that they take longer to complete.

3. A combination of the above two forms, which maximises their advantages but sometimes their disadvantages as well.

Questions that should be asked on these forms include those concerning:

- The administration of the training;
- The physical environment;
- What people found useful or unhelpful;
- Training methods, style, structure, and process;
- The facilitation style.

These forms are designed for use at the end of the training and should be completed before participants leave. It is important that facilitators build in sufficient time at the end of the training for this.

<u>Oral Feedback Sessions</u>

It can also be useful to have a final oral feedback session between the participants and the facilitators. Most facilitators set up sessions, but these often fail due to poor structuring. The facilitator needs to assist the process by providing the participants with a structure. This can be a set of questions reviewing the workshop. Alternatively, the participants can work from their expectations, defined during an opening session. The facilitator should then sit down and listen to the participants. The exchange should not be about answering what is said, but about listening and understanding everyone's perspective of the event, the facilitator, the structure, and the style of the training.

One variation is to set up an exchange a short time after the event. This has the advantage of giving participants time to be more reflective about the process.
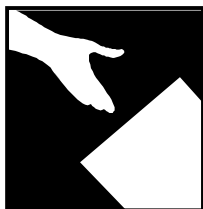
<u>The Facilitator's Review</u>

Another useful training evaluation is for the facilitator to set a personal review list before the start of the training, then use it to carry out a review of the event with a colleague who is also a facilitator. This can provide the facilitator with valuable insights and assist in their development.

Remember that, as with most parts of the training process, evaluation is dependent on good preparation and adequate amounts of time for each stage.

FIVE TIPS FOR EVALUATING A TRAINING SESSION

1. Plan the evaluation when you are planning the training session.

2. Be clear what you want to evaluate before you start.

3. Ensure that any feedback to participants is clear and understandable.

4. Provide time for feedback from the participants.

5. Select the best approach to get the best information from the particular group.

Handouts

1.1	The Learning Cycle
1.2	Learning Options
2.1	Training Plan Checklist
2.2	Selecting and Briefing Trainers
2.3	Checklist for Training Administration
2.4	Checklist for Course Preparation
3.1	Designing the Training Event
4.1	Evaluation
4.2	Workshop Evaluation Sheet
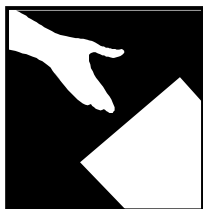
Handout 1.1
The Learning Cycle

Research on how adults learn most effectively shows that training tends to be more successful when:

- Participants have been involved in defining or refining their own learning objectives;

- The content is focused on real problems faced by the participants;

- Training is undertaken in a varied and participatory environment.

This thinking underpins one of the standard models of training, known as the learning cycle, illustrated in the diagram below. Developed by David Kolb, it draws the close link between doing and learning. The learning cycle involves experiencing, observing, thinking, and applying.

Learning Cycle (David Kolb)

Concrete Experience

Observation & Reflection

Theory & Concepts

Applying & Testing
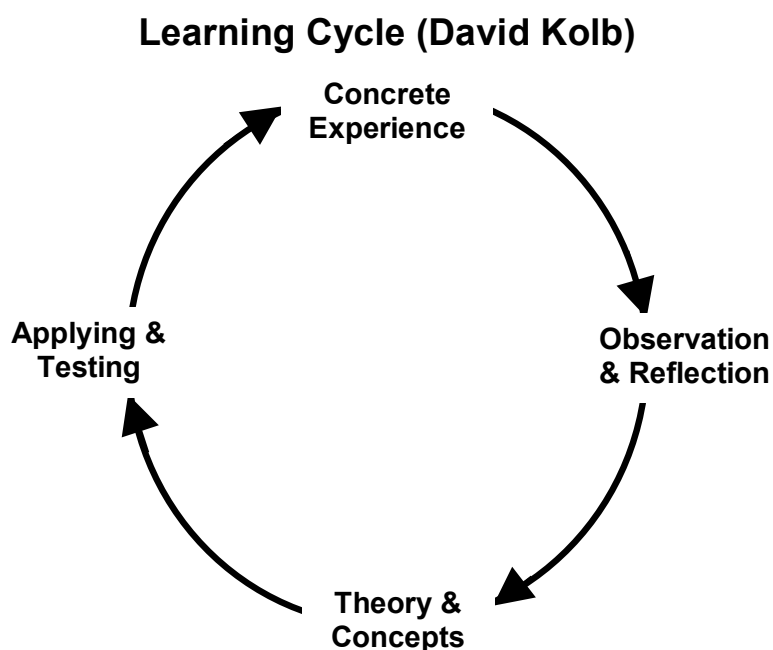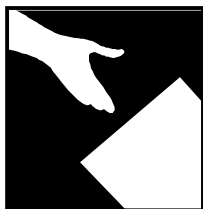
Handout 1.2
Learning Options

Learning Type	Learning Options
Certification *Confirmation*	Assessment centres Analysis of benchmarks Tests/examinations
Sharing *Reinforcement*	Workshops Seminars Networking Video conferencing
Independent Application *Skills*	On-the-job training Task-based training Missions and assignments Action learning
1 on 1 *Skills & Knowledge*	Guided missions and assignments Coaching Shadowing Mentoring Guided/structured reading
Self Study *Knowledge*	Reading Videos Computer-based training (CD-ROM, Intranet, Internet) Distance-learning Courses External study
Orientation *Awareness*	Workshop/seminar Video CD-ROM

(Source: "A Strategy for Enhanced Staff Development (Draft)", Office of the United Nations High Commissioner for Refugees, Geneva 2000.).

Handout 2.1
Training Plan Checklist

Training Plan Checklist

1) Why should the course exist?

Who wants it to run?

Is your institution/department the appropriate body to offer it?

Will there be enough demand?

What is the political climate on this subject?

2) What are the characteristics of the participants?

What will the participants be like?

What previous experience is needed?

What are their reasons for taking the course?

How much will they vary in ability, interest, etc.?

3) What are the aims and objectives of the course?

How specific should they be?

Who formulates them?

Are there process or product objectives or both?

How will they be used?

4) What is the content and sequence?

What is the content?

How will you organise content?

Will there be any options?

How can you make it interesting?

5) What is the best use of time?

What is the overall length?

How do you use blocks of time?

How do you fit the course into the pattern of the participants' other commitments?

How flexible can the timing be?

6) How do you teach it?

What methods are feasible?

What methods are appropriate?

7) What resources are needed?

What staff are required?

What learning spaces do you need?

What learning materials are required?

What equipment is needed?

8) How should the participants be assessed?

Is assessment necessary?

What is the purpose of assessment?

What methods will you use?

Is the assessment appropriate?

How do you use the results?

At what point(s) in the course do you assess?

9) How should it be managed?

What are the administration problems?

How much will it cost?

How will it fit into the broad development structure of the organisation?

How do you monitor and improve the course?

10) How should it be evaluated?

What is the purpose of the evaluation?

Who should do it?

What sources of information will you use?

What methods of evaluation are appropriate?

How will you use the results?
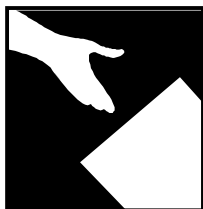
Handout 2.2
Selecting and Briefing Trainers

(1) The organisation needs to be clear about what they want from the trainer.

- How clear are you about what your training needs are?

- What do you want the training to achieve? Describe the changes you want to occur and the skills, knowledge, and attitudes you want to develop.

- How have you identified your training needs?

- What is the position of the participants within the organisation?

- How will the training be reinforced back in the work place?

- What is the level of participants' experience with the topic of the training, is this new or refresher training for them?

- How many people are involved?

- What is the availability of the participants?

- Where do you want the training to be held?

- What are the approximate budget limits?

- Who is responsible for what in the process?

(2) The organisation selects an appropriate trainer.

The criteria for selection should include:

- Expertise in the topic or area of learning;

- Previous experience in similar organisations;

- Background of trainer;

- Style of trainer;

- Equal opportunities;

- Cost;

- Availability;

- Evaluation process;

- Training objectives presented by the trainer;

These can be obtained by asking the trainer, speaking to other agencies the trainer has worked for, speaking to other people in the training field, and getting good written material from the trainer.

---

(3) The trainer clarifies the expectations and needs of the organisation.

This is best done at a face-to-face briefing session. Where possible, it is useful to involve a possible participant, as this gives both the trainer and the participant a chance to clarify each other's expectations.

The organisation should ensure that the trainer understands the organisation, its work, and the purpose of the training.

The trainer should also be clear about the intent of the training within the organisation and what has been agreed about the organisation of the training,

(4) The organisation and trainer agree terms of reference and, where appropriate, a contract.

Where a written contract is required, this should now be exchanged between the organisation and the trainer. This can come from the organisation or the trainer but should be agreed by both parties. The contract should include:

- Training objectives or statement on the content.

- Dates, times, and place of training.

- Fee and what that includes.

- Cancellation and postponement conditions.

- Agreement about administration.

- Any other conditions.

Think about the types of guidance notes an organisation might issue to trainers, including the type of materials, language, etc. These should be given to the trainer and discussed when discussing the contract.

(5) Contact between the organiser and trainer before, during, and after the event.

During the event, the person responsible or their delegated agent should meet with the trainer before, during, and after the event. The purpose of these meetings should be to ensure that the training is going as planned and to discuss any difficulties as they occur. The evaluation process will have been agreed before the event. The trainer and the person managing the training will have to follow this through and ensure that information about the effectiveness of the training is collected at the end. After the training, it is useful to debrief the trainer. This can be in a face-to-face meeting, telephone discussion, or written report from the trainer.
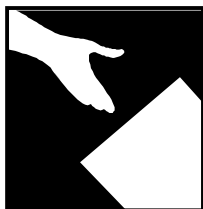
Handout 2.3
Checklist for Training Administration

1. Has the trainer been identified and booked and briefed?

2. Has the venue/facility been booked?

3. What resources are needed and have they been booked?

4. What support staff are required?

5. What learning materials are required and have they been organised?

6. What equipment is needed and has it been booked?

7. Has the training been advertised? Or have participants been notified?

8. Have participants' managers been notified?

9. Have joining instructions been sent?

10. Have catering arrangements been confirmed?

11. Has a welcome for participants been organised?

12. What methods of evaluation are being used and are they prepared?

13. Has evaluation material been collected?

14. Has the trainer been debriefed?

15. Have payments been made?

16. Have equipment and materials been returned?

17. Have follow-up letters been sent?

Handout 2.4
Checklist for Course Preparation

The following is a comprehensive checklist, produced by the AIT NGDO Management Training Programme, for organising a major training event. Whilst not all the points may be relevant to every training programme, it provides a comprehensive overview of the issues that may need to be addressed when organising training.

COURSE: _____

SCHEDULE: _____

VENUE: _____

SCHEDULE/ACTIVITIES	DONE	DATE
I. 12 MONTHS BEFORE THE COURSE		
1. Prepare budget and consider alternative funding strategies.		
2. Prepare proposal and secure funding.		
II. 9 MONTHS BEFORE THE COURSE		
Fix place and time and make bookings (if funding is agreed).		
III. 6 MONTHS BEFORE THE COURSE		
1. Identify resource persons and check their availability.		
2. Prepare brochure and call for participants.		
IV. 4 MONTHS BEFORE THE COURSE		
1. Correspond with resource persons (RPs) and/or respective organisations regarding tentative course content, schedule, and arrangement with RPs.		
2. Correspond with the funders for final arrangement of the proposed programme contents and schedule.		

V. 3 MONTHS BEFORE THE COURSE		
1. Correspond with applicants and/or respective organisations regarding admission and funding status of the applicants.		
2. Make a tentative list of applicants.		
3. Book accommodation and training venue.		
VI. 2 MONTHS BEFORE THE COURSE		
1. Communicate with RPs and/or respective organisations to finalise course contents and schedule.		
2. Communicate with participants and/or respective organisations/donors to finalise the list of participants.		
3. Send invitation letters and detailed workshop information to the participants.		
4. Request participants to secure visas, or make necessary arrangements with embassies to arrange visas for participants if needed.		
5. Prepare training materials. Assemble available materials; prepare additional updated materials and/or case studies.		
VII. 1 MONTH BEFORE THE COURSE		
1. Send invitation letters to RPs, including request for updated materials.		
2. Arrange travel tickets for participants and RPs if necessary.		
3. Contact accepted participants to get their flight/travel details (date, airline/bus/train, time of arrival). Request them to bring required documents, photos, calculators, etc.		
4. Prepare schedule and make necessary arrangement for field trips if needed.		
5. Book computer facilities if needed.		
VIII. 2 WEEKS BEFORE THE COURSE		
1. Communicate with participants to confirm their attendance and arrival (if not yet confirmed).		
2. Finalise the list of participants.		
3. Send invitation to presiding person and guests to opening ceremony and reception (if appropriate).		
4. Arrange preparations for venue and other function rooms, including banners inside and outside the classroom, needed equipment, sound system, lights, arrangement of tables and chairs, etc.		

5. Finalise course materials and training guidelines.		
6. Prepare detailed budget for the course.		
7. Arrange catering services for snacks/coffee/tea breaks, and/or lunches/dinners.		
8. Request cash advance (where applicable) for RPs' honorarium, participants' per diem, field trips, and/or other expenses.		
IX. 1 WEEK BEFORE THE COURSE		
1. Book transportation to pick up RPs and/or participants from the airport or bus/train stations.		
2. Book transportation and hotel for field trips if needed.		
3. Prepare nametags, registration forms, course evaluation forms, stationery, nameplates, programme for opening ceremony, folders, pens, and other supplies needed for the course.		
4. Prepare the course information package for the participants (guides, maps, programmes, registration forms, invitations, advance reading materials, etc.) and give to hotel front desk for distribution upon participants' arrival.		
5. Book photographer for the opening ceremony (if appropriate).		
6. Prepare temporary receipt for collecting fees and/or providing per diem.		
X. OPENING DAY		
1. Before arrival of participants, check the readiness of the venue, banner, sound system, room arrangement, course materials, stationery, forms, etc.		
2. Collect the registration forms.		
3. Collect photographs for ID (if necessary) and participants' profile.		
4. Prepare ID cards for the participants (if necessary).		
5. Collect fees and accommodation fees (if needed).		
6. Distribute per diem to participants and/or RPs (if needed).		
XI. DURING THE COURSE		
1. Prepare a list of names, position, passport numbers, organisation, and contact numbers of the participants and ask them to verify these for any correction.		
2. Request travel agency to reconfirm tickets of participants or RPs if applicable.		

3. Check the day-to-day course operation. Supply stationery and other needed materials on time.		
4. Distribute honorariums to RPs on the last day of their presentations.		
5. Check payments of tuition and other fees; arrange billing and follow-up.		
6. Distribute, collect, and summarise the daily course monitoring forms.		
7. Finalise arrangements for transportation, accommodations, venue, and programme for field trip if applicable.		
8. Distribute field trip schedules, literature, and other related information to the participants before the trip. Advise them to check out of the hotel during long and distant trips.		
9. Prepare for the closing ceremony (at least two weeks before the date); settle venue, catering services, transportation if needed. Prepare programme and send invitations.		
10. Prepare certificates for participants.		
11. Book transportation to send RPs and participants to airport or bus/train station.		
12. Check participants' personal debts owed to the hotel, library, clinic, etc. and remind them of their obligations discreetly.		
13. Distribute and collect the overall course evaluation form.		
XII. AFTER THE COURSE		
1. Arrange transport for participants to airport, station, etc.		
2. Clear all promissory notes for cash advance.		
3. Check the budget spending; follow up the billing and payments that are not yet paid; finalise accounts.		
4. Send follow-up messages to participants if there are any.		
5. Prepare report. Send copies to participants, RPs, funders, and other co-operating organisations.		

Handout 3.1
Designing the Training Event

The flowchart below outlines the specific tasks that the planning group should carry out in designing the training event:

```
                    ┌──────────────────────────────┐
                    │  Specify Learning Objectives  │
                    └──────────────────────────────┘
                                   │
                                   ▼
                    ┌──────────────────────────────┐
                    │    Analyse and Break Down     │
                    │          Objectives           │
                    └──────────────────────────────┘
                                   │
                                   ▼
 ┌─────────────┐    ┌──────────────────────────────┐    ┌─────────┐
 │ Think about │    │  Identify Content and Learning│    │         │
 │ the learners│    │           Sequence            │    │         │
 │ (audience)  │    └──────────────────────────────┘    │         │
 │  and the    │                   │                     │ Test and│
 │  situation: │                   ▼                     │ Evaluate│
 │ constraints │    ┌──────────────────────────────┐    │         │
 │     and     │    │   Decide on Learning Methods  │    │         │
 │ constraints │    └──────────────────────────────┘    │         │
 │opportunities│                   │                     └─────────┘
 └─────────────┘                   ▼
                    ┌──────────────────────────────┐
                    │ Devise Activities and Other Inputs │
                    └──────────────────────────────┘
                                   │
                                   ▼
                    ┌──────────────────────────────┐
                    │   Prepare Training Materials  │
                    └──────────────────────────────┘
                                   │
                                   ▼
                    ┌──────────────────────────────┐
                    │    Produce Plan / Programme   │
                    └──────────────────────────────┘
```

Handout 4.1
Evaluation

```
┌──────────────┐                    ┌──────────────┐
│  Concerns    │                    │  Increased   │
│  about the   │   Impact           │ Respect for  │
│  Rights of   │   Evaluation       │ Implementation│
│  Refugee     │                    │ of the Rights│
│  Children    │                    │ of Refugee   │
│              │                    │  Children    │
└──────┬───────┘                    └──────▲───────┘
       │                                   │
       ▼                                   │
┌──────────────┐                    ┌──────────────┐
│ Organisation │   Performance      │ Organisation │
│    Needs     │   Evaluation       │   Benefits   │
└──────┬───────┘                    └──────▲───────┘
       │                                   │
       ▼                                   │
┌──────────────┐                    ┌──────────────┐
│  Training    │   Learning         │  Training    │
│  Objectives  │   Evaluation       │  Outcome     │
└──────┬───────┘                    └──────▲───────┘
       │                                   │
       ▼                                   │
┌──────────────┐                    ┌──────────────┐
│  Training    │   Reaction         │  Training    │
│  Design      │   Evaluation       │  Delivery    │
└──────┬───────┘                    └──────▲───────┘
       └───────────────────────────────────┘
```

Handout 4.2
Workshop Evaluation Sheet

WORKSHOP EVALUATION SHEET

TITLE OF COURSE _____

DATE _____ FACILITATOR _____

VENUE/LOCATION   _____

Please rate these aspects of the course on a scale

   1 = poor, 2 = moderate/satisfactory, 3 = good 4 = very good, 5 = excellent

1.   Helpfulness in increasing the effectiveness of your work in this area:

                1   2   3   4   5

Comments: (Optional)

2.   Facilitator's approach: Comments: (You may wish to comment on pace/balance/variety/use of teaching aids/attitudes)

                1   2   3   4   5

Comments:

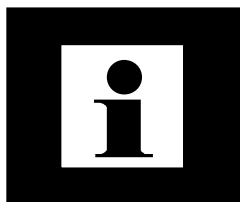3.   Content: Was the content at the right level?   **Yes/No**

Comments:

4. Please comment on the methods used:

5. Is there anything about this course that you would like to have been done differently?

6. Suggestions for future training sessions:

NAME: _____

JOB: _____

Further Reading

Howie Armstrong, Bruce Britton, and Tim Pickles, *Developing Training Skills: A Trainer's Guide to Experiential Learning*, Pavilion Publishing, Brighton 1996. *A useful training manual that takes an experiential approach to helping trainers develop their skills.*

Nicola Harford and Nicola Baird, *How to Make and Use Visual Aids*, VSO/Heinemann, London 1997. *Illustrated, practical handbook on using visual aids for development and education.*

Rolf Lynton and Udai Pareek, *Training for Development*, Vistaar Publications, New Delhi 1990 (ISBN 81 7036 129 X). *Good background reading on training in developing countries.*

Open University (1995): 'People and Potential' Distance Learning Pack. Open University Press, Open University, UK. *An excellent resource with a wealth of information on planning training sessions, planning training events, choosing methods, adapting learning materials and coping with contingencies.*

Tim Pickles, *Toolkit for Trainers*, Pavilion Publishing, Brighton 1999 (second edition). *An excellent compendium of techniques for trainers, which is referred to extensively in the ARC Facilitator's Toolkit*

Jules Pretty, Irene Gujit, John Thompson, and Ian Scoones, *Participatory Learning and Action, A Trainer's Guide*. IIED, London 1995 (ISBN 1 899825 00 2). *Training manual with many participatory exercises for use in development. Includes material on PRA and also has good background material on adult learning.*

Phil Race and Brenda Smith, *500 Tips for Trainers*, Kogan Page, London 1995. *An excellent dip-in resource of 500 practical tips covering organising the venue to coping with the unexpected.*

Kerry Thomas and Theresa Mellon, *Planning for training and development: A guide to analysing needs*, Save the Children UK, London 1995. *A very practical introduction to training needs assessment developed for humanitarian organisations.*

How to Organize a Training Workshop, Office of the United Nations High Commissioner for Refugees, Geneva 1993. *This has a very useful section on the "countdown" to a course and what needs to be done by when.*