ARC resource pack

Facilitator’s toolkit

Contents

Cover photograph

Introduction

This toolkit has been produced as a resource for people who will be facilitating training using the ARC resource pack. It can be read alone as a basic introduction to facilitating training but it is best used in conjunction with ARC. It can also be used to form the basis of a Training of Trainers for ARC.

The Toolkit is presented in three parts.

Part 1

1.1 Setting the scene Training in the context of capacity building

1.2 How adults learn best

1.3 Preparing to facilitate a training workshop

1.4 Preparing workshop materials

1.5 Facilitating the training workshop

1.6 Review and evaluation of training workshops

Part 2 provides an example of a **sample programme** and **briefing note** which can be used and adapted in ARC workshops.

Part 3 provides a number of resources for training that come under the following headings

Resource 1 Introduction exercises and Energisers

Resource 2 Quick review methods

Resource 3 Participatory training methods

Further readings

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 the whole 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:

- *Toolkit for Trainers* Pickles T, Pavilion, Brighton, England 1995
- *CMA Training Skills Pack* CMA, Community Media Association, London 1995
- *A Strategy for Enhanced Staff Development (Draft)* UNHCR Staff Development Section, UNHCR, Geneva Oct 2000.
- *ODI Rapid Series Tools for Knowledge and Learning* Ben Ramailgan, July 2006

We are also grateful to INTRAC in Oxford for sharing materials with us in the development of this Toolkit.

1.1
Setting the scene
Training in the context of capacity building

Key learning points

- Training is only one of many activities that serve to build capacity.
- Training workshops are effective if they are bedded into a coherent plan for capacity building. If they are not, they have limited value.
- Working in situations of emergency or displacement places affects the ways in which learning can be planned and facilitated.
- Managers and decision makers are advised to consider carefully what they are aiming to achieve when they are looking to build the capacity of individual staff through training.

Introduction

Too often managers assume that their staff's skills and ability to perform in specific situations will improve if they provide training courses for them. Whilst this is sometimes the case, it is by no means always so. Training is just one of many strategies which serve to build capacity of individuals and organisations. For training programmes to be effective, they need to be appropriately bedded into a coherent strategy for capacity building at a number of levels. It is worth taking a few minutes to set training in the context of this larger picture of capacity building activities.

Capacity building

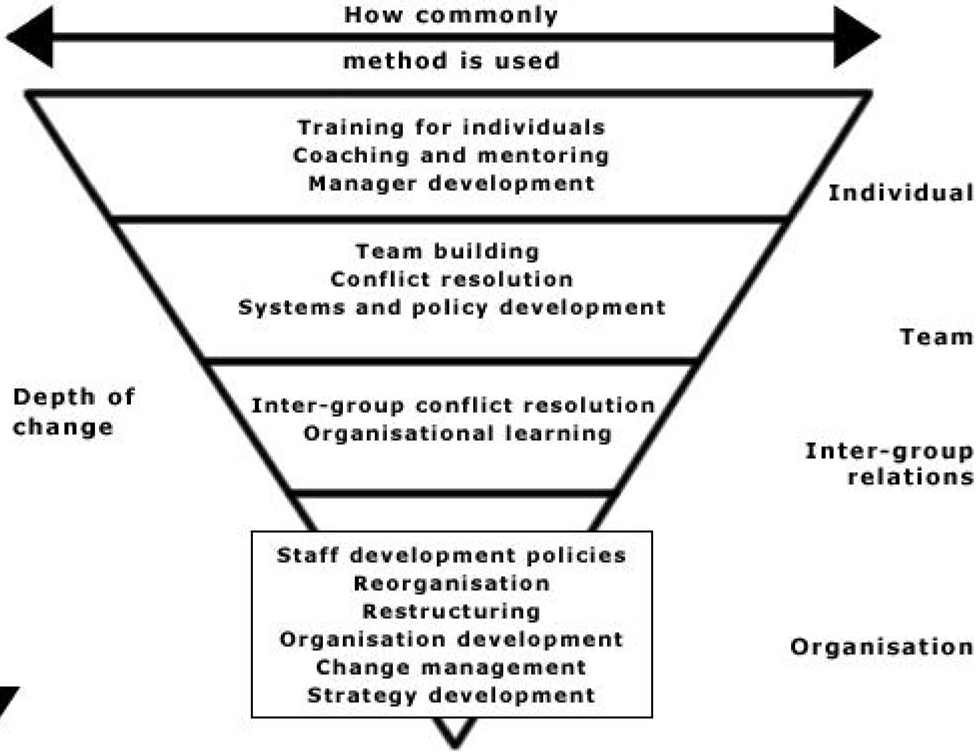
The term **'capacity building'** is defined in a multitude of ways by different organisations and individuals. The definition provided by CIDA captures some of the key aspects. It defines capacity building thus:

'Activities, approaches, strategies and methodologies which help organisations, groups and individuals to improve their performance, and achieve their objectives over time'

Capacity building can take place at different levels and in different ways. Within organisations, capacity building efforts for individuals, for teams, and for the organisation as a whole, should be linked; and should all be working to the same common goals. The following diagram illustrates the relationship between individual learning and organisational change in terms of strategies and results. It demonstrates that:

- **Staff** develop and improve their own competencies through ongoing learning activities. Personal learning plans are often the result of discussions between staff and their supervisor(s). Nevertheless the primary onus on learning rests with the individual staff member.
- **Teams** and workgroups are the catalyst 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 team member learning.

- **The organisation** is constantly learning from its experiences, identifying best practice and as a result improving its organisational effectiveness.



External to the organisation, capacity building can take place at sector level; and across organisations (public and private) working in similar geographic areas. The rationale for building capacity at different levels can be summarised as follows:

Capacity Building **Which level?**	**Capacity Building** **For what purpose?**
Capacity building with an implementing organisation	To enable the organisation to fulfil its mission/ implement programmes effectively
Capacity building with the NGO sector or sub-sector	To strengthen the sector as a whole - to become a confident & powerful actor
Capacity building with wider institutions in society *(strengthening civil society)*	To enable citizens to engage with & influence political, social & economic arena

Capacity building in situations of emergency or displacement

The thinking above applies both to development and to humanitarian settings, but clearly, when staff and organisations are responding to emergencies and disasters, they are working to different priorities and different time-lines. The following chart provides an indication of how different situations that characterise working in emergencies might impact on training and/or learning:

Characteristic of an emergency	Impact on conducting/receiving training
The focus may be on life saving activities	No time – impossible to prioritise training
Staff are working under pressure	Staff and organisations may be stressed and not be receptive to learning – on the defensive or not bothered
Complexity of situation and uncertainty	Makes planning training difficult- training for what?
Insecurity	Difficult for people to travel, limited time (curfew), difficult to bring partners together
Rapid recruitment of new staff	Staff does not know the basics of the organisation, let alone advanced training on child rights, other training priorities. Possible gender imbalance – high percentage of men to women?
High turnover of staff and other actors (incl. weak Govt. institutions)	Difficult to target training Individual knowledge can be quickly lost Lack of institutional knowledge
Cultural and political sensitivities	Emergencies often taking place in conflict context – political, cultural sensitivities heightened – easy to cause offence, destroy relationships
Standby staff 'Parachuted in'	No time to learn about culture, history and conflict Language limitations, difficult to communicate, interpreter
Weak office infrastructure and systems	Poor admin systems, no official office/training room or facility, no materials, irregular power, lack of available funds for training

So, when decisions are being taken about building staff or organizational capacity, there must be clarity about the following:

- What is the goal of the capacity building intervention?
- At what levels will it be most effective to work to achieve this
- What types of interventions will therefore be appropriate?

- What contextual issues, both external and organisational, should be taken into account when planning the strategy?

The following topics focus on understanding how adults learn best, and then on preparing and facilitating training workshops. It is important to remember that these training and learning processes will only be effective and sustained if they form part of a coherent capacity building strategy.

1.2
How adults learn best

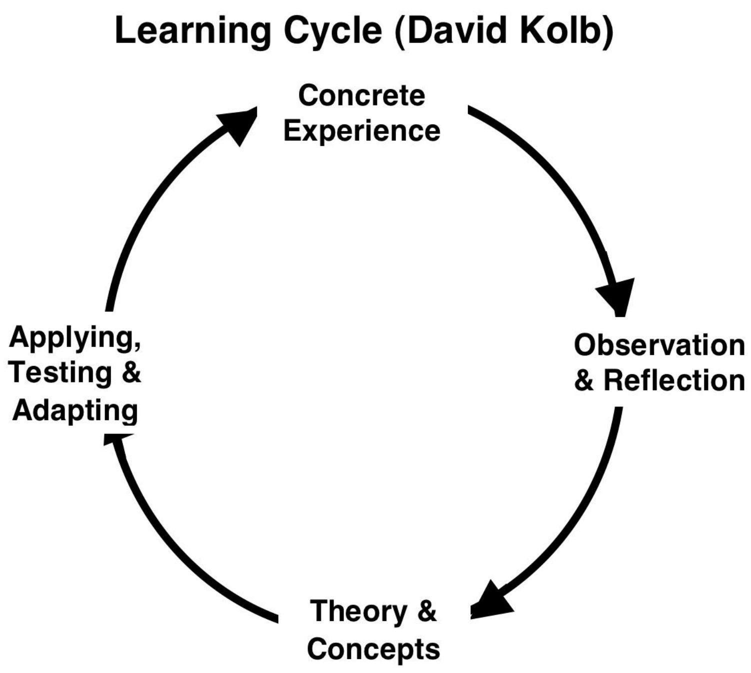
Key learning points

- The learning cycle describes the four elements that are essential for sustained learning to take place.
- People learn in different ways according to their personalities and experience.
- Learning by doing is the most effective way of learning new skills.
- There are many different learning options to suit differing learning needs.
- In humanitarian and emergency contexts, it may be necessary to take very pragmatic approaches to facilitating learning.

Introduction

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.

The following diagram illustrates one of the standard models used to describe learning processes. It is called the *'Learning Cycle'*. Developed by David Kolb, it draws the close link between doing and learning. The Learning Cycle involves experiencing, observing, thinking and applying. All of these elements are necessary if learning is to take place.



Learning styles

However, different people approach new situations and learn about them in different ways. Although we all have to go through all four stages of the learning cycle in order to assimilate new learning or skills, we are likely to feel more comfortable in some parts of it than others. This thinking is captured in the learning styles described below. The four styles described relate broadly to the four elements in the learning cycle, and they indicate where different types of people will feel more at ease in the learning process. It is worth taking a few minutes to read these descriptions and decide for yourself what sort of learner you are.

Activists
involve themselves fully and without bias in new experiences, they enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: *'I'll try anything once'*. They dash in where angels fear to tread. They tend to throw caution to the wind. Their days are filled with activity. They revel in short term crisis fire fighting. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they hog the limelight. They are the life and soul of the party and seek to centre all activities around themselves.

Reflectors
like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to chew it over thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious, to leave no stone unturned. *'Look before you leap'*; *'Sleep on it'*. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is as part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists
adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into their rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. *'If it's logical it's good'*. Questions they frequently ask are: *'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?'* They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their *'mental set'* and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists
are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses

brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They don't like *'beating around the bush'* and tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and *'if it works it's good'*.

It is also worth noting that, in any training situation, there will be participants who represent all of the types described above.

Looking at learning another way

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 while we do it

In training workshops therefore, the facilitator or trainer should aim to create a learning environment where the participants are able to practise and describe the new skills that they are learning.

Other ways of learning

As stated in Topic 1, training is not the only, or necessarily the best, way to learn new skills, or develop/change attitudes. It is worth considering the following possible learning methodologies before opting for a training workshop.

On the job training

There are several options including the 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 among existing managers or workers. However, because the trainee is carrying out the job while 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 will improve the effectiveness of the training.

The following table illustrates different learning options which suit different learning needs

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: UNHCR, Staff Development Section (Oct. 2000): A Strategy for Enhanced Staff Development (Draft). UNHCR, Geneva.

Learning and training in humanitarian or emergency contexts

Many of the options offered above apply to the provision of learning opportunities for those working in humanitarian or emergency contexts. However, if none of the above seems appropriate, or if staff and those supposed to be training them are too busy, stretched, stressed, it is worth considering more pragmatic learning and training opportunities:

- Planning a workshop which focuses specifically around problems [i.e. problem solving and training at the same time]
- Incorporate training elements into routine meetings
- Provide briefings
- Distribute copies of relevant handouts on specific issues
- Offer reading, guidelines & manuals, highlighting specific areas to study

- Build in elements of reflection into work routines, so that work itself can become a more focussed learning experience
- Provide opportune feedback, debriefing and conversations (car journeys, over meals)
- Set up coaching, mentoring and shadowing opportunities
- Encourage the development of learning diaries (to build a sense of personal reflection about the lessons learned in the course of daily work).

1.3
Preparing to facilitate a training workshop

Introduction

Once you have decided that a training workshop is the most effective methodology to address the specific needs of personnel, this and the following topics will guide you through the process of planning and facilitating a training workshop.

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 which need to be taken to ensure that the participants are part of a well planned and well facilitated event. Ideally this 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. In the midst of an emergency, however, you may not have the time or capacity for as complete preparation as you would have wished for. This topic, however, can still function as a guide to the most necessary preparation.

Identify training needs of the participants

Needs assessments should always be undertaken well before the planning group design the training session. The results of this exercise will inform the planning process. Ideally the planning team will be able to give answers to the following questions:

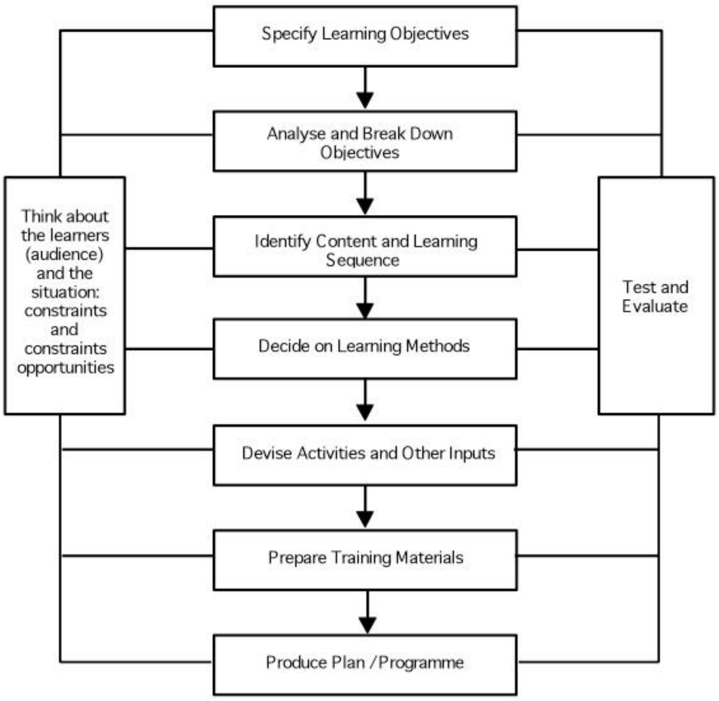
- Are the participants own agency staff, government officials, NGO partners, community representatives, other staff?
- How many people?
- What will be the likely educational level and typical posts of the participants?
- What are the likely attitudes, knowledge and skill levels that they will bring to the subject area?
- What other issues might affect the planning of the workshop (e.g. culture, language, security?

There are a number of methods that can be used in identifying training needs. These include:

- Interviews with staff: these can be specific to the training needs analysis or can be part of an appraisal system
- Group discussions or interviews: These will show common trends but not very accurate information about individuals within the group
- Discussions with managers (this can be a general discussion or specific interviews)
- Tests of specific skills or procedures
- Questionnaires instead of interviews where the numbers are too large or the staff not easy to access

Designing the training workshop

The following flowchart illustrates the stages that should be covered in planning the training workshop, regardless of its length.



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 facilitator's viewpoint
'To inform participants of international instruments for protecting children against landmines'

Same objective written from 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.)

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. Facilitator's 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.

Identify content and learning sequence

The ARC resource pack offers a large amount of content material on a number of different Critical Issues, as well as material on Foundation modules. The facilitator and the planning group will have to take decisions, based on the identified learning objectives, about which parts of which Resource Pack will be relevant to a particular group of participants. *All parts of the resource pack are never intended to be used in a single training session.*

The planning group should:

- decide which parts of which resource pack 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.

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 and 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 is most suitable for the circumstances combined with the facilitators' 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.

Devise activities and other inputs

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 inputs which will reflect this planning. Apart from the **1.1** to **1.6** in this Toolkit, there are some Resource sections to guide you. Resources 3 provides detailed descriptions of a number of participatory training techniques, Resources 1 deals with Introductory Activities and Ice-Breakers, Resources 2 on Quick Review Methods and **1.6** covers the issue of feedback and evaluation. All these sections provide important material that the planning group may use in devising activities.

Training session model

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

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

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

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).

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

f) Review, feedback and evaluation.

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 ARC modules contain a wealth of training materials that can be used as they appear or can be adapted by the facilitator.

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 a session plan which will guide them through the event and the **ARC Training manual** will include sample programmes.

Common pitfalls to avoid in developing the programme:

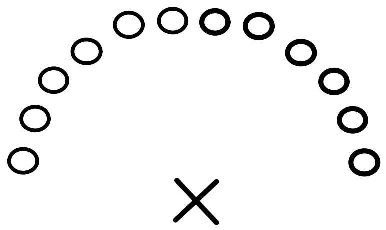
- Underestimating time needed for discussion
- Appropriate use of power-point presentations (to introduce / summarise; too much use is monotonous)
- Lack of clear objectives and outputs for each section (or non-communication of these to participants)
- Overestimating the amount that participants can / will do in the evenings
- Insufficient participation
- Absence of sufficient rest time
- Ignorance of local customs (e.g. prayer times)

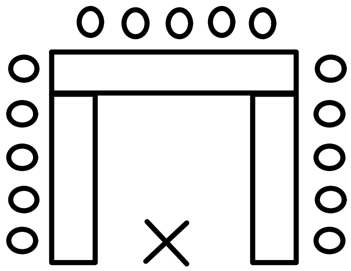
Administration and other practical details

The training room

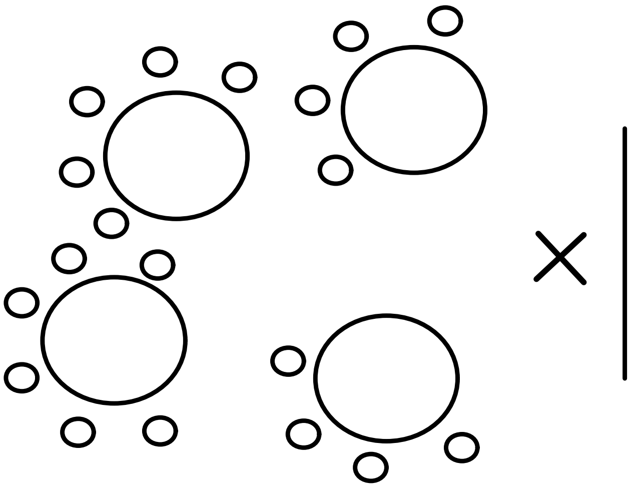
Facilitators may not be able to choose either the venue or the room that they are to train in, but they should be aware of how these might affect participants' ability to learn. If possible, a visit to the venue before the training event will give the facilitator an opportunity to make the best possible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

- 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 up during your training (unless you are having an open discussion)
- Frequently-used seating arrangements are the horseshoe or hollow square





- There are other arrangements which 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
- 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
- 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.

Checklist for training room

Take an inventory well in advance and make sure that:

- Sufficient chairs are available.
- Room acoustics are good.
- There are sufficient tables for participants and for holding resource materials.
- Space is available either within the large room, or outside the large room for small groups to meet without disturbing each other.
- There are enough electrical outlets (or extension cords available) to run audio-visual equipment.

- You are familiar with the audio-visual equipment (and have spare bulbs on hand if you are using projectors).
- There is adequate lighting and ventilation in the rooms (fans and/or air-conditioners if required).
- There is adequate wall space for posting flipcharts.

Workshop administration

It will be helpful if one or two members of the planning group take responsibility for the administration of the workshop. 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.

- Has the venue/facility been booked?
- What resources are needed and have they been booked?
- What support staff are required?
- What learning materials are required and are they organised?
- What equipment is needed and has it been booked?
- Has the training been advertised? Or have participants been notified?
- Have participants' managers been notified?
- Have joining instructions been sent?
- Have catering arrangements been confirmed?
- Has a welcome for participants been organised?
- What methods of evaluation are being used and are they prepared?
- Has evaluation material been collected?
- Have payments been made?
- Have equipment and materials been returned?
- Follow-up letters sent?

Checklist of materials that will be needed on training

The following checklist will help to ensure that all the materials needed for the workshop have been bought / allocated. This list provides a guide to the sort of materials that might be required as a guide only. Different situations will require different resources.

Equipment	Stationery
1 laser printer (or good access to)	Heavy-duty hole punch
1 power-point projector (if possible)	Hole-punchers
Flipchart stand	Staplers and staples
Whiteboard	Calculators with memory buttons
	Printer paper
	Coloured VIP cards
	Masking tape
	Flip chart pens
	White board markers
	Pins for pin board
	Blu tac
	Sharpeners

1.4
Preparing workshop materials
Case studies, role plays, audio-visual aids and handouts

Key learning points

- Materials in the ARC resource pack may need adapting to local situations and needs.
- Writing your own case studies and role plays is not difficult, but it takes time and needs careful consideration.
- Audio-visual aids complement training, they do not replace it.

Introduction

The ARC resource pack contains extensive training material for all the topics. However, the 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:

- It 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.

- 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.
- Be clear about what you want participants to learn or create from the material. This can include:
  - review specific ideas
  - review legislation/polices or procedures
  - review previous experience
  - analyse situations, plans or programmes.
- Solve specific problems.
- Select alternatives from options.
- Develop an action plan.
- 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 **1.3** or look at examples in the ARC training manual.
- Write the material and check to ensure that it addresses the learning objectives you established earlier.

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

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 which 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
This should include 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) which should relate to the learning objectives and enable the participants to develop an interesting discussion. Always use open questions (i.e. ones which 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 which 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 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; less is better than more.

If the situation is complex and requires more than one side of A4, 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.

Developing role plays

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 which 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 taking participants out of their roles 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 de-briefing. 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.

Preparing and using audio visual aids

The purpose of any audio visual (AV) aid is to add to, and compliment, 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 is the memory 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
    - models
    - photographs, posters and maps
    - films
    - videos
    - PowerPoint slides.

It is possible to enhance all training sessions with the use of a 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 ARC resource pack are flipcharts, whiteboards/chalk boards and PowerPoints. This Topic will review the use of these three audio visual aids. They have three general applications.

- **Participants' input** participants are encouraged to write down answers and ideas in groups, or individually, for later discussion or use.
- **Facilitator usage** key or important words, phrases, and ideas from the session can be written on the flipchart, white/chalk board or on projected slides as the facilitator leads the group through the learning.

- **Prepared material** the facilitator prepares material before arriving at the workshop (this usually applies to flipcharts and slides 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.

Flipcharts & white or chalk-boards

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.

PowerPoint projector

The first thing to say is that a large number of training workshops are ruined by the overuse of PowerPoint presentations! Because PowerPoint slides are easy to prepare in advance, there is a great temptation to provide large amounts of information using this medium. Resist the temptation! Remember that no presentation should last longer than 20 minutes.

Technically, PowerPoint projectors are easy to use. It is worth setting up the PowerPoint projector well before you need it in order to ensure that the projector and the laptop are compatible and that the image is in focus and the right size.

There are some simple rules that will help the use of PowerPoint slides.

- Do not overload each slide 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 slides. Avoid projecting each and every idea onto the screen; over-using slides will reduce their individual impact.
- Turn the machinery 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 the participants directly.

Preparing and using 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
- convey instructions

- provide supplementary information to that contained in the main presentation
- provide illustrations and examples of materials discussed in the main presentation
- 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 which may confuse
- 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.

Endnotes

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

1.5
Facilitating a training workshop

Key learning points

As facilitators, we all bring our own personalities into the training room. Know what character you bring with you and work with it to best advantage.

There are key behaviours and skills which all facilitators should know and be able to use.

Introduction

The previous topics provide information for you as a facilitator to plan training workshops which are tailored to the specific needs of your participants. This topic provides guidance on how you might make the most effective use of the workshop plan. By understanding your role as a facilitator, by knowing your own style and by developing skills of facilitation, you will enable the participants to make the best possible use of their learning opportunities

Understand your role and style as a facilitator

It is important to be aware of the fact that, as facilitators, we bring our own selves to any training situation. Our own personalities shape the way we facilitate training events. The following list suggests a number of roles that are commonly played by facilitators. Take a few minutes to read them and to decide what type of facilitator you are. You may find that your training style contains elements of different characters; or that your style changes according to the training situation and the numbers and backgrounds of participants. In any case, it is useful to understand your style(s) and to consider what other styles of facilitation you would like to incorporate, or what kind of facilitator you should be working with in order to complement your own style(s).

Wise woman has much experience, knows the wisdom that s/he has, acknowledges her\his wisdom and power.

Seducer uses sexual attraction in training; seduces groups; powerful, both useful and dangerous.

Warrior missionary, fighter for beliefs and values, in pursuit of the truth.

Patriarch has elder/senior status, knows what to do and what should be; is clear about norms and standards.

Actor/director star of the show, performer, and director; has an overview of the whole process; keeps boundaries.

Sheep dog follows closely, notices the ones that are moving into danger, round up the odd ones out.

Bureaucrat attention to detail, clear specific, precise and meticulous (puts up scaffolding).

Communicator networks, notices what's happening, doesn't over-interpret.

Clown/jester has fun, releases tension, entertains, and plays with the group.

Judge critical eye, fair, weighs and balances, evaluates what is going on, fairness is important.

Mother allows people to play but 'brings them home', nurtures the group and helps them to grow.

Whatever your styles, the following guidelines should be followed in all facilitation.

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.

Ensure that you understand the participants' backgrounds and needs

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.

Consider the 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.

Carefully consider the 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 which may appear unrehearsed but which 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.

Be prepared to deal with the unexpected

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.

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 which 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 the **Resources Section**)
- 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 re-assert a measure of control, or for the participants to express their own difficulties in a legitimate way within a group.

Dealing with your own anxieties

Even the most experienced facilitators and trainers experience pre-workshop anxieties. There are two useful ways of dealing with them, and it is really worth spending time reflecting about which ways suit your own personality.

- **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.

Key skills for facilitators

The following chart provides a list of key skills that a facilitator should be able to use and apply effectively.

Skill	Short description of skill
Giving full attention	Using body language and small verbal encouragements to give another person your full attention. Physical actions are as important as words. They give a '*non-verbal'* message. Sometimes they support a verbal message, sometimes they confuse it and sometimes they contradict it. Your body language accurately reflects your honest regard for the other person's well being.
Paraphrasing	The skill of putting into a few words the content of what someone has said. A good paraphrase is brief and concise, and contains both facts and feelings. It focuses on the other person's experience. It describes in your own words an accurate understanding of another person's thoughts and feelings.
Open questions	Questions which encourage another person to speak freely and openly about their experience. They invite people to talk about something. Some examples of open questions are: ● '*Can you tell me about…….?'* ● '*What courses of action have you thought about?'* ● '*How did you react to……..?'*
Probing questions	Questions which prompt more specific responses, by inviting the other person to explain or to clarify something. ● '*You said earlier that……what are you saying now*?' ● '*Could you say more about that?'* For example: '*What's happening makes me angry*.' **Probing question**: '*What exactly is it that makes you angry?'*
Summarising	Is a sum of all the key elements from what someone has said. It demonstrates that you have understood the whole story, not just parts of the story well. It contains what another person has told you about their experiences, their behaviour and their feelings. A good summary helps the other person to make sense of what they have been talking about, and can help them to have insights they had not realised before.

Giving feedback

In all training situations, but especially trainings with much and active contributions by the participants, facilitators are required to provide feedback to their participants about their contributions. The way in which this feedback is delivered can serve to either enhance the participants learning or, if delivered insensitively, can humiliate and de-motivate the learner. It is important therefore to follow these guidelines when giving feedback.

- **Use the 'feedback sandwich'** positive → constructive → positive.
- **Be specific and clear** Avoid general comments such as 'You are excellent' or '*It wasn't very good*'. Instead '*You were excellent because you had prepared well and you used straight forward language with no jargon*'.
- **Don't make generalisations** Avoid using '*always*', '*never', 'all'*. Put your specific feedback into the specific context.
- **Be selective** People find it difficult to work on more than one or two areas of development/change at once. So don't overload them with points to work on.
- **Offer alternatives** When you offer criticism, suggest something the person could do differently. '*It was difficult to follow the last session as I could not read what you had written on the flipchart. You could write using bigger handwriting and putting it into two sheets of flip chart*.'
- **Own the feedback and be descriptive not judgemental** Start the feedback with '*I*' or '*In my opinion'*, and describe the effect something had on you. For example, "*When you said 'you don't have any questions, do you?'. It gave me the impression that you did not actually want me to ask any questions*".
- **Leave the recipient with a choice** Skilled feedback leaves the person with a choice about whether they act on it or not.
- **Give feedback as soon as possible after the event** It is important to give feedback as soon as possible and feasible after the event, otherwise the comments may not be relevant to the receiver anymore.
- **Allow the person to feedback first** In certain circumstances, it's good to let the person make comments on their performance before you do. This gives them the chance to indicate that they recognise areas where they can develop. For example, '*I think I started gabbling at the end and probably confused everyone*.'
- **Be very careful with advice** People rarely struggle with an issue because of the lack of specific piece of information. The best help is often to help the person to come to a better understanding of their issue, how it developed, and how they can identify possible actions to help them address the issue more effectively.

1.6
Review and evaluation of training workshops

Key learning points

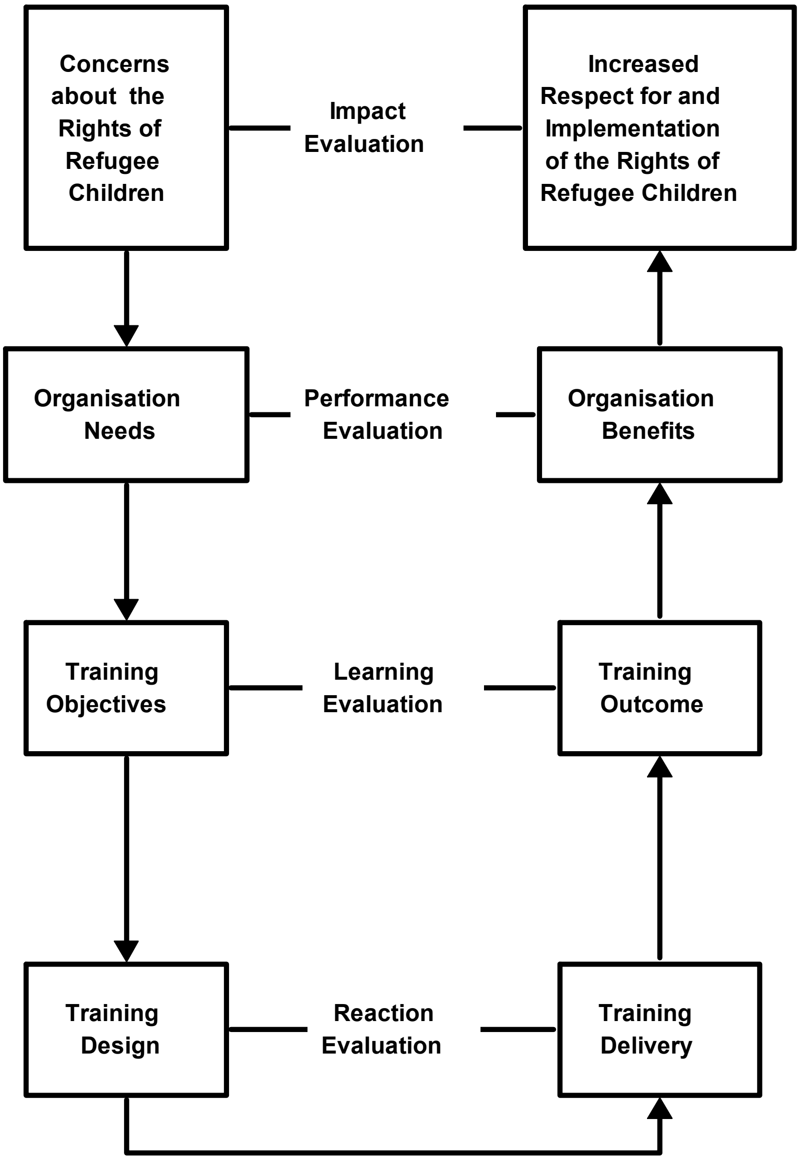
- Good feedback is essential for facilitators to improve their own effectiveness and the quality of the programme.
- Reaction evaluation measures the reaction of the participants to the whole, or a section, of the training and learning evaluation measures changes in the participants' skills, knowledge, attitudes and practice, by comparing pre-training standards with post-training results.

Introduction

As stated in **1.1**, training is just one of many activities which serve to build the capacity of individuals and organisations. For training programmes to be successful, they need to be appropriately bedded into a coherent strategy for capacity building at a number of levels.

When it comes to evaluating the success of a training programme, it stands to reason therefore that this process should also be bedded into consideration of the bigger picture of capacity building. Trainers and facilitators need to be very clear about the scope and limitations of what can be achieved in a training workshop, and therefore what they should and should not be responsible for evaluating.

The following diagram illustrates the different levels of evaluation that are necessary at the different key stages of promoting and achieving sustainable change in capacity to protect and care for children in situations of emergency and/or displacement. It indicates clearly where training fits into this process.



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*', which try 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 which 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 participant's job performance over a period of time that 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.

An impact evaluation entails a comparison of the productivity, effectiveness or performance of all or part of the organisation, or particular parts of the organisation's work. These are then compared before and 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 there is a difference being brought about by the training.

Evaluation techniques

As already mentioned, this Toolkit is designed to provide trainers and facilitators with skills and tools to run effective workshops. In studying the information above, it becomes clear that they will have responsibilities for carrying out evaluations at the levels of reaction and learning. The following list provides suggestions and techniques that may be helpful to the facilitator. They can 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. They 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 which 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 them 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 to 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.

There are three basic styles of reaction questionnaires.

- 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.

- A series of open ended questions which 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.
- 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. A simple evaluation form appears at the end of this topic.

Oral feedback sessions

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.

The facilitator’s review

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.

ARC workshop evaluation form

Title of workshop

Date **Facilitator**

Location

1 Were the objectives met?

Please rate these aspects of the workshop on a scale of ***1*** *to* ***5***

1 *poor* ***2*** *satisfactory* ***3*** *good* ***4*** *very good* ***5*** *excellent*

____ Helpfulness in increasing the effectiveness of your work in this area
____ Organisation of the workshop
____ Facilitator's approach

Please comment on pace, balance, variety, use of teaching aids and attitudes

2 Was the content at the right level? Yes No

Comments

3 How did you find the methods used?

Comments

4 Anything that inspired?

5 Anything that frustrated?

6 Anything that could have been done differently?

7 Any suggestions for next time?

Name *optional* **Job title**

A sample training of trainers' workshop programme

Introduction

The ARC training of trainer (ToT) workshops have been developed and facilitated in a number of countries. The following provides an example of a four-and-a-half-day residential workshop which has been facilitated in a number of situations.

The key element of this workshop is that it provides participants with an opportunity to familiarise themselves with the ARC resource pack at the same time as developing their skills as a trainer. The facilitators of this workshop must therefore be very familiar with all modules as well as with the ARC facilitator's toolkit.

The briefing note, which follows the programme, is given to the participants at the end of Day one. They are invited to work in small groups to prepare and present a training exercise to the other participants during the course of the workshop. The session designs titled '*Designing Training Events'* provide inputs and exercises which guide participants through the processes needed to plan training events. All relevant information is covered in different sections of this facilitator's toolkit.

Learning objectives for an overall ARC ToT

By the end of this ToT, participants will have:

- used a number of ARC modules for purposes of training and/or awareness raising
- described the ARC process and its applications in the context of emergencies
- developed skills in the design and development of training, using the ARC resource pack
- developed a more in depth understanding of selected modules and their applications
- identified appropriate opportunities where learning related to the ARC resources can take place in situations of emergency and displacement
- provided a mutually supportive atmosphere for developing training skills as a group
- identified own strengths and areas for improvement in relation to training and the facilitation of learning
- identified indicators for monitoring and evaluating the impact of training using ARC materials
- planned for future training events.

Sample ARC ToT programme

Four-and-a-half-day residential training

Day one	Day two
8.30 am Welcome, course objectives, course programme and administrative details.	**8.30 am** Start of the day exercise, preferably including recap of previous day.
9.15 am Getting to know each other.	**8.45 am** *Designing training events 1* The Learning Cycle. How adults learn and how we can support this.
10.00 am Break	**10.00 am** Break
10.30 am Children's rights, an introduction.	**10.30 am** *Designing training events 2* How to set objectives.
11.00 am Introduction to legal frameworks and the CRC.	**11.30 am** Planning session for *Training plan* exercise.
12.30 pm Lunch	**12.30 pm** Lunch
2.00 pm Update on ARC	**2.00 pm** *Designing Training Events 3* The learning environment and training aids.
2.30 pm ARC resource pack; an introduction and a chance to familiarise ourselves with the ARC CD ROM.	**3.00 pm** *Designing Training Events 4* The learning continuum. Selecting appropriate training methods.
3.30 pm Break	**3.30 pm** Break
4.00 pm *ARC quiz* A fun exercise to help get to know the resource pack.	**4.00pm** *Designing Training Events 4* (continued)
5.00 pm Briefings: *Planning a Training Session* and *Training Presentation*.	**5.00 pm** Preparation time

Day three	**Day four**
8.30 am Start of the day exercise, including recap	**8.30 am** Start of the day exercise, including recap
8.45 am How to give feedback.	
9.00 am *Training plan presentations 1 and 2.*	**8.45 am** *Designing training events 7* Evaluating training
10.00 am Break	**10.00 am** Break
10.30 am *Training plan presentations 3 and 4*	**10.30 am** *Training presentation 1*
11.30 am *Training plan presentations 5 and 6*	
12.30 pm Lunch	**12.30 pm** Lunch
2.00 pm Review of learning from training plan presentations	**2.00 pm** *Training presentation 2*
2.30 pm Introduction to second round of exercises and preparation time	
3.30 pm Break	**3.30 pm** Break
4.00 pm *Designing training events 5* Key facilitation skills	**4.00 pm** *Training presentation 3*
5.00 pm *Designing training events 6* Dealing with anxieties	**6.00 pm** Break for dinner
6.00 pm Close	**7.30 pm** *Training presentation 4*

Day five	**spare**
8.30 am Start of the day exercise, including recap	
8.45 am Analysis of own strengths as trainers. Future learning plans.	
10.00 am Break	
10.30 am Identifying regional /national strategies for using the ARC resource pack in the future.	
12.00 pm Evaluation of training and closing exercise.	
12.30 pm Lunch	
2.00 pm Depart	

Optionally, one can conduct a short and very simple evaluation at the end of each day (ask: useful/not useful; watch: happy/blank faces etc.)

Briefing notes
'Planning a training session' exercise

Purpose

The purpose of this exercise is

- to provide small groups with an opportunity to use ARC materials to plan a training session for one of the three specified target audiences
- to familiarise participants with one of the ARC modules.

Method

Participants will be divided into small groups. Each group will be allocated one of the ARC modules and one of the following three **target groups** for ARC training: senior managers, programme staff and field staff.

Each group is required to plan a training session using material from their allocated ARC module. They will then present their plan to the other participants.

The presentations should describe the groups' approach to the following concepts:

- learning considerations given the nature of the 'target' audience
- session design and structure
- selection and development of suitable training methods and materials
- selection and development of suitable audio-visual aids.

Please note that groups will ***not*** *be asked to actually present the training session itself. This exercise focuses on the* ***process*** *of planning and designing a training session, not on its delivery.*

Timeframe

The presentations will be made on Wednesday. Preparation for the presentations will be done on Tuesday morning (11.30-12.30) and Tuesday evening.

Presentation format

The presentations will be limited to 20 minutes and will involve four parts:

Learning considerations
Describe what considerations you have taken into account to assist your selected target audience (e.g. senior managers) to maximise their learning about the subject. List what things might inhibit or prevent the target audience from learning effectively, and how you have applied your understanding to the design of the training session.

Session design *learners' objectives and session structure*
Review the subject and learning points and write objectives which are specifically aimed at the target audience for the session. Plan a training session which will meet the learners' objectives you have developed.

Training methodology and materials
Describe and explain your choice of training methods and materials taking into account your target audience.

Audio Visual Aids

Explain your choice of audio visual aids taking into account your target audience.

Resources 1

Introduction exercises and Energisers

This section 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.

Introduction exercises

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. The exercises that are used include:

- *Who are we?*
- *Names*
- *Autographs*
- *Dialogue booklet*
- *Pictures*
- *Stepping stones*
- *Lifelines*

Who are we?

- 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.
- 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 which 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. They could refer to a hometown, a childhood favourite food, or a unique experience or interest, eg:

Mary (Mags) Paris Potholing Blue fish Jazz

When everyone has written down their details, go into groups of two to three people 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.

- 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 flipchart 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.

Autographs 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. **Someone who has worked in their current job for more than four years**
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 which 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.

- My name is:
- One of my favourite places is:
- A pleasant memory from my childhood is:
- My current job is:
- What I like most about my work is:
- The reason I am attending this training workshop is:
- The best training course I ever attended was: because:
- For me, the most difficult thing about training others is:
- The person I have learned most from in my life is:
- What I understand by the expression '*participatory training*' is:
- What I hope to learn by us working together is:
- What I have enjoyed / disliked about this dialogue exercise is:

Pictures

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

For a group who does know each other, each person draws 6 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.

Life-lines

Half way down a piece of flipchart 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 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 emergencies and when they started in their present job.

Group work (30 minutes)

Participants then get together in small groups of three to four people and take turns telling the others about their life line. 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 re-focus or to be reacquainted if there has been a break in-between sessions.

Tick tock

Participants sit in a circle. The facilitator takes two marker pens and hands one pen 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 pen 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… i.e. '*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 (i.e. 5 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.

Further websites

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/

Resources 2
Quick review methods

Introduction

This section provides ideas for reviewing the progress of the workshop at different stages. 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*' with 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 which 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 flipchart 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 wall of the room where everyone can read them. Each participant is given a marker pen and invited to walk round 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 which 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 they 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 flipchart 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 which most interested them the previous day. The group gathered around each sheet brainstorms 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 learning points. Each group moves round to the other bus stops in turn adding anything they learned to the lists. The facilitator then requests feedback from each bus stop.

Clap, clap, <word>

Everyone stands in a circle and is given one minute to think of one word (only) which 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 clapping twice and the next person says their word and so on around the circle. Get a good rhythm going. Eg:

Clap, clap, <word>, clap, clap, <word> … going right around 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 about 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.

Resources 3

Participatory training methodologies

Introduction

This section lists and explains a variety of training techniques that can be used to create the 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 method to use, facilitators should refer back through the stages described in **Part 1** 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. Facilitators who are not familiar with a particular method are strongly advised to use the descriptions below in conjunction with the exercises described within the resource pack.

The following techniques are described:

Small groups

Brainstorms

Case studies

Checklists

Discussion exercises

- Buzz groups
- Debates
- Fish bowl exercise
- Plenaries
- Triads

Lectures and presentations

Questions (and answers) devising questions and questionnaires

Using visual images and diagrams diagram, photo and video exercises

Producing songs, posters, poems

Personal reflection diaries and logs

Role plays

Simulations

Using cards situation cards, ranking, sorting and prioritising

Problem solving

- analysis
- audits

- SWOT analysis (strengths, weaknesses, opportunities, threats)
- Rich pictures
- Problem tree analysis

Planning exercises

- Action planning
- Critical path analysis
- Force-field analysis
- Stakeholder analysis
- Social networks

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 round each group after five minutes checking that they are clear about what they are expected to do.
- Be available if any group has a question.
- Support any group which 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.

Small groups

The deliberate use of smaller groups when working with larger groups is an important option for facilitators. Small-group work 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.

Method

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 twos or threes 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.

- It allows a greater range of tasks to be accomplished if each small group is given a different task.
- It enables more participants to contribute to the discussion if each group is engaged in the same task.

Thus, small-group work 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 feel 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, 2, 3, 4* and so on, around the room. Then, all the 1s get together to form a small group and all the 2s get together to 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 which are themselves all aspects of the main issue.

Examples of where small groups might be used effectively

- 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.

Brainstorms

Brainstorms are a simple and effective way of generating ideas and suggestions. Brainstorms generate 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 brainstorms or discussion, these ideas may vary in quality, appropriateness, accuracy or relevance, or the volume of ideas exceeds what the group can handle in a given time. Methods for sorting them must then be used. See the section **'Using cards'**, where methods for ranking, sorting and prioritising are described.

Examples of where Brainstorms might be used effectively

- Creating options for an action plan.
- Energising a slow discussion.
- Identifying risks in a certain situation.

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 ARC modules. 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 re-write case studies to suit the particular needs of the participants. See **1.4** 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, it can:

- help group cohesiveness,
- highlight difficult dilemmas,
- test learning,
- develop analytical and problem solving skills,
- help people to gain confidence.

Examples of 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.

Checklists

Check lists 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 check lists are prepared in advance by the trainer or facilitator.

Method

A check list 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 which 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.

Discussion exercises

Discussion exercises 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 takes. This type of discussion is often used by mutual support groups, and is useful within the ARC framework 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 discussions can be very useful for 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 among 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.

Groups of three

- 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 which the group-of-three will discuss, the role of the speaker is to present the issue or example on which they wish 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.

Fish-bowl 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 while the remainder of the group is asked to form a larger circle around the outside of the small group. The small group is '*the fish in the bowl*' and the larger group the '*observers'* of the fish bowl. 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 fish-bowl 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 role play a group of children discussing how they feel about the way their parents are treating them and the larger group role plays the parents listening to the children.

Plenaries

- This technique is used at the end of the majority of exercises described within the ARC resource pack - 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.

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 ARC modules has key learning points, slides and handouts that can be used to support presentations.

Method

It is more appropriate to think of presentations in terms of making an 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 inputs 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, or to involve them in practical aspects of any live demonstration.

All inputs 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 on hand, relevant slides, 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 show your interest when 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 inputs 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 *IIED Trainer's Guide*. See 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.

Every ARC module includes material that can be used for short presentations.

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 which 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.

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 non-literate 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:

- Using diagrams and visualisations.
- Using photos and drawings.
- 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 while discussing an issue
- stimulate discussion by both literate and non literate people
- can represent complex issues or processes simply
- provide a means for cross-checking and therefore provoke 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 in here, but references to good descriptions of these are made in the reading list 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 video 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 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 day to ensure 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.

Pre-recorded videos are not currently provided in the ARC resource pack but facilitators are encouraged to introduce them whenever possible.

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) are 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.

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 empathy for the situation that others may have to deal with. This technique aims to encourage 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. They 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 which may require sensitive handling.
- Analysis of situations faced by individuals.

- Personal evaluation of events, or situations.

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 ARC facilitators in that they may be implementing role plays that they have not developed, and so 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 is involved and 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 **1.4** 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 while in role
- a short debriefing
- bringing the participants out of role
- 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 of 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 among 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.

Simulations

A simulation is an activity which 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 being 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 of 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.

Using cards

Index cards or sticky notes, or indeed previously prepared and printed cards, can be used in a variety of ways in a training setting, from sets of cards which contain the Articles of the CRC, to cards that detail issues related to the prevention of under-age recruitment. 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 brainstorm exercise where a large number of ideas have been suggested which then need to be processed (see the heading **Brainstorms** in this section).

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.

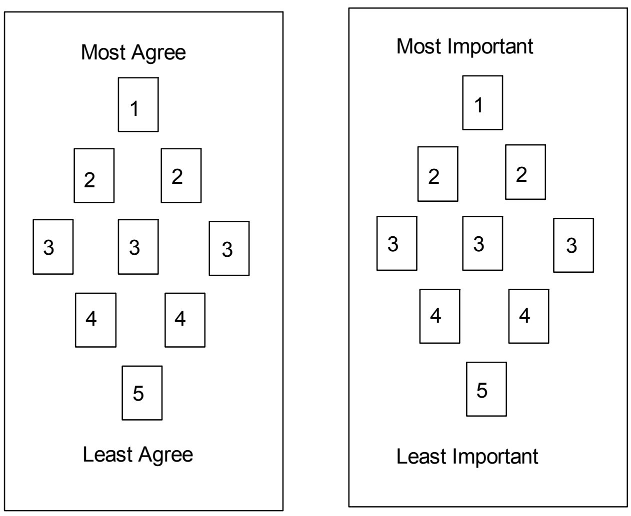
Combined sort

- In this variation of a card sort, each individual is given a complete set of the same cards. The individual then prepares their 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 often there is 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).

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 or possible to rank strictly in order of preference sequentially.



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

Examples of 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 post cards or '*post-it*' pads to present to participants examples of real life situations which 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.

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 only possible to outline 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 which requires a creative solution and teamwork. (Simulations were described in more depth earlier in the 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 which they face. This is obviously very relevant in terms of issues addressed in the ARC resource pack. 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 to this problem?

There are various techniques for facilitating analysis.

One example is **SWOT** analysis. SWOT stands for strengths, weaknesses, opportunities and threats (sometimes known as '*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?
- *Threats* 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 SWOT 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	**Threats**

Examples of where SWOT 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 which 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 which components of a whole programme participants are able to perform effectively.
- In analysing what parts of a programme may not be working.

Rich pictures

A rich picture is a drawing which expresses how the individual sees a particular situation. The picture can be done in whatever way they wish. For example:

- as a metaphor, eg. a mother duck with little ducklings swimming behind her, some going off in a different direction, to symbolise the difficulty of leading a team in a certain direction
- as an organigram or organisational drawing, with lines, bubbles, broken lines, circles etc. to represent the nature of relationships
- as a collection of different smaller drawings, representing different elements of the situation

This exercise could be applied to any areas for reflection. The reason for using pictures is that complex systems always involve multiple interacting factors. Pictures are a better medium than writing for expressing complex contexts because they encourage a more dynamic and holistic representation of a situation. In short they can provide a rich amount of information in an easily digestible form.

Guidelines for drawing rich pictures:

- The focus of the picture should be the issue you are interested to explore.
- Use all the space available – spread out the parts of your picture but leave some space for developing the picture.

- Start by drawing the project, activity or organisation you are focused on and then bring in all the key elements that you think might affect it.
- Explore influencing factors in the wider environment.
- Represent the issues, problems and concerns of the people in the diagram using speech bubbles and thought bubbles (just like comic books).
- Use visual metaphors.
- Represent types of relationships using arrows, lines or any other way you can think of.
- Add short notes if you think they are needed.
- Represent connections using symbols (such as dark clouds, sunshine, lightning bolts) or any other way you like.
- Make it colourful and let your creativity flow.

Problem tree analysis

Problem tree analysis is central to many forms of project planning and is well developed among development agencies. Problem tree analysis (also called just problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a mind-map, but with more structure. This brings several advantages:

- The problem can be broken down into manageable and definable chunks. This enables a clearer prioritisation of factors and helps focus objectives.
- There is more understanding of the problem and its often interconnected and even contradictory causes. This is often the first step in finding win-win solutions.
- It identifies the constituent issues and arguments, and can help establish who and what the political actors and processes are at each stage.
- It can help establish whether further information, evidence or resources are needed to make a strong case, or build a convincing solution.
- Present issues – rather than apparent, future or past issues – are dealt with and identified.
- The process of analysis often helps build a shared sense of understanding, purpose and action.

Problem tree analysis is best carried out in a small focus group of about six to eight people using flip chart paper or an overhead transparency. It is important that factors can be added as the conversation progresses.

- The first step is to discuss and agree the problem or issue to be analysed. Do not worry if it seems like a broad topic because the problem tree will help break it down. The problem or issue is written in the centre of the flip chart and becomes the '*trunk*' of the tree. This becomes the '*focal problem*'. The wording does not need to be exact as the roots and branches will further define it, but it should describe an actual issue that everyone feels passionately about.
- Next, the group identifies the causes of the focal problem, these become the roots, and then identifies the consequences, which become the branches. These causes and

consequences can be created on sticky notes or cards, perhaps individually or in pairs, so that they can be arranged in a cause-and-effect logic.

- The heart of the exercise is the discussion, debate and dialogue that is generated as factors are arranged and re-arranged, often forming sub-dividing roots and branches (like a mind-map). Take time to allow people to explain their feelings and reasoning, and record related ideas and points that come up on separate flip chart paper under titles such as solutions, concerns and decisions.

  Discussion questions might include:

  - Does this represent the reality? Are the economic, political and socio-cultural dimensions to the problem considered?
  - Which causes and consequences are getting better, which are getting worse and which are staying the same?
  - What are the most serious consequences? Which are of most concern? What criteria are important to us in thinking about a way forward?
  - Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution?
  - What decisions have we made, and what actions have we agreed?

The problem tree is closely linked to the *objectives tree*, another key tool in the project planner’s repertoire, and well used by development agencies. The problem tree can be converted into an objectives tree by rephrasing each of the problems into positive desirable outcomes, as if the problem had already been treated. In this way, root causes and consequences are turned into root solutions, and key project or influencing entry points are quickly established. These objectives may well be worded as objectives for change. These can then feed into a *force field analysis* which provides a useful next step.

Problem tree analysis

Further resources

There are many references to problem analysis in toolkits, particularly from development agencies. These include a detailed description in *DFID's Social Development toolkit* (from which the diagram and example are taken) and *CERTI's (Complex Emergency Response and Transition Initiative) crisis and transition toolkit*:

www.dfid.gov.uk/FOI/tools/chapter_03.htm

www.certi.org/publications/Manuals/rap-16-section3.htm

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) which 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 which 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, which 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.

Force Field Analysis

Force field analysis was developed by Kurt Lewin (1951) and is widely used to inform decision making, particularly in planning and implementing change management programmes in organisations. It is a powerful method of gaining a comprehensive overview of the different forces acting on a potential organisational change issue, and for assessing their source and strength.

Method

Force field analysis is best carried out in small groups of about six to eight people using flipchart paper or PowerPoint slides so that everyone can see what is going on. The first step is to agree the area of change to be discussed. This might be written as a desired policy goal or objective. All the forces in support of the change are then listed in a column to the left (driving the change forward), whereas all forces working against the change are listed in a column to the right (holding it back). The driving and restraining forces should be sorted around common themes and then be scored according to their '*magnitude'*, ranging from one (weak) to five (strong). The score may well not balance on either side. Throughout the process, rich discussion, debate and dialogue should emerge. This is an important part of the exercise and key issues should be allowed time.

Stakeholder Analysis

A stakeholder is a person who has something to gain or lose through the outcomes of a planning process or project. In many circles these are called interest groups and they can have a powerful bearing on the outcomes of political processes. It is often beneficial for research projects to identify and analyse the needs and concerns of different stakeholders, particularly when these projects aim to influence policy.

In bridging research and policy, stakeholder analysis can be used to identify all parties engaged in conducting the research, those who make or implement policy, and the intermediaries between them. It can help define a way to engage stakeholders so that the impact of research on policy can be maximised. It can also be used later in the research, when results are available and the team may want to use the evidence to create policy impact. Then it can be a useful tool to consider who needs to know about the research, what their positions and interests are and how the research should be presented and framed to appeal to them. In this way it becomes an essential tool for assessing different interest groups around a policy issue or debate, and their ability to influence the final outcome.

Method

The first step is to clarify the research or policy change objective being discussed (problem tree analysis or objectives analysis might help with this). Next, identify all the stakeholders or interest groups associated with this objective, project, problem or issue. A small group of about six to eight people, with a varied perspective on the problem, should be enough to create a good brainstorming session. Stakeholders can be organisations, groups, departments, structures, networks or individuals, but the list needs to be pretty exhaustive to ensure nobody is left out.

Social network analysis

A network is a simple concept. It consists of two things, nodes, and links between those nodes. In social network analysis the nodes of concern are people, groups and organisations. In other areas of network analysis the nodes of concern may be pages in the world wide web, different species in an ecosystem or different compounds in a cell. In social network analysis links may be social contacts, exchanges of information, political influence, money, joint membership in an organisation, joint participation in specific events or many other aspects of human relationships. The defining feature of social network analysis is the focus on the structure of relationships.

It has been argued for some time that organisations are embedded in networks of larger social processes, which they influence, and which also influence them. Recognising this can help bridge links between different levels of analyses, relating to different types of organisational entities within development aid: projects, country programmes, and government policies. Within the aid agencies themselves the structuring of relationships between staff is another set of relationship choices with direct consequences for how local projects and national policies relate to each other or not. Structure can link strategies at different levels, or not.

Further reading

500 tips for trainers Race, Smith P, Smith B, Kogan Page, London 1995
An excellent dip-in resource of 500 practical tips covering organising the venue to coping with the unexpected.

Developing training skills: A trainer's guide to experiential learning Armstrong Howie Britton and Pickles, Pavilion Press, Brighton, England 1996
A useful training manual that takes an experiential approach to helping trainers develop their skills.

How to make and use visual aids Harford and Baird, VSO/Heinemann, London 1997
Illustrated, practical handbook on using visual aids for development and education.

How to organize a training workshop, UNHCR, Geneva 1993.
This has a very useful section on the '*countdown'* to a course and what needs to be done by when.

Participatory learning and action: A Trainer's Guide Pretty, Jules, Gujit I, Thompson J, Scoones I, 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.

'People and potential' Distance learning pack Open University, Open University Press, Open University, UK 1995
An excellent resource with a wealth of information on planning training sessions, planning training events, choosing methods, adapting learning materials and coping with contingencies.

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

Toolkit for trainers Pickles T, Pavilion, Brighton, England 1995
An excellent compendium of techniques for trainers which has been referred to extensively in the ARC facilitator's toolkit.

Toolkits Gosling L with Edward M, Save the Children UK 2003
Helpful guide which focuses specifically on monitoring, evaluation and impact assessment.

Tools for knowledge and learning Ramalingen B, ODI 2006
This document provides excellent descriptions of a wide variety of techniques and methods for capturing information, knowledge sharing, collaboration and others.

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