South Sumatra Forest Fire Management Project

Trainers Manual
for
Effective Facilitation

in the Context of Sustainable Natural Resource Management

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Palembang, South Sumatra
2005

Contents

Chapter 1: Principles of Adult Learning Used in this Manual

1.1 The Role of the Adult Learner

We are all familiar with the traditional school model of a teacher and his students. Contents and curriculum have been designed by outsiders. The teacher knows the content and gives lectures. The communication is usually one-way without feedback or reinforcement from the audience. The students are perceived as silent recipients of messages. They learn the new subjects mainly because they have to pass exams in order to receive a certificate.

In modern adult education the basic philosophy is different. Learning is perceived as an interactive process which refers not only to cognitive capacities, but to interpersonal relationships and feelings as well.

Adults are usually voluntary learners. Their motivation is highest when they have personally decided what and where they want to learn. Adults come to workshops with the intention to learn. They learn best when teachers and their information refer to their personal working situations and identified training needs. They feel understood and appreciated and motivation raises.

Adults learn most from their peers. They can be stimulated to share experiences, to assist each other in learning and thereby strengthen team working skills. Networking abilities can be trained through examples of efficient group work.
An atmosphere of active involvement and continous participation supports the learning process. People remember things they have developed and articulated themselves best.

Adults bring previously acquired knowledge and skills. These should be acknowledged during the workshop to link the new subjects with the already existing knowledge.

These few statements show that the methodology of adult learning always includes two perspectives, the contents and the methodology which supports or blocks individual learning within groups. In this Trainer´s Guide, we will focus on a methodology which aims at maximum active participation of all learners.

Each resource person is a participant.
Each participant is a resource person.

1.2 The Role of a Teacher or Facilitator

In modern adult education, teachers are supposed to step down from their lectern and stand on an equal level with their adult students. He or she is no longer the owner of the “real knowledge”, but initiates learning processes in which knowledge and experiences are exchanged. She/he becomes more of a facilitator moderating the process, but not necessary its focus. Participants are encouraged to contribute their personal observations and thoughts. Their participation is enhanced by a pleasant social atmosphere which allows informal contacts. The facilitator structures the discussion and summarizes its important points.

The facilitator must understand who his students are and which training needs they have to achieve a high motivation. The curriculum should try to develop connection to the prior known. The facilitator will include mechanisms of needs assessment before the training and possibilities for feedback during the training to steer a learner-based flow.

The trainer shares with participants why and how certain steps are done to maintain an adult relationship. She/he explains the perspective of the trainers and their concepts. She/he invites comments and in that way shares the responsibility of success with the participants.

She/he will apply different methods which relate to different styles of learners. Literate target groups may receive written hand-outs or visualisations.

People who do not know how to read and write could feel embarrased with visualisation they cannot read. They will prefer symbols, pictures role play or lively verbal debate.
In Integrated Coastal Zone Management Training, there is a need for lecturers delivering inputs. A personal lecturing style which is enthusiastic about the subjects and the ability to deliver it in an interesting way is important. Different means of visualisation can also be used.

A **continous change of different methods** during one training event will ensure an attentive atmosphere.

People remember
20 % of what they hear,
40 % of what they hear and see
80 % of what they discover and do by themselves

Chapter 2: How to Get Prepared for a Training

2.1 Training Needs Analysis

The most important step before any training begins, is understanding the training needs of the participants and their institutions. Pre-designed training programmes rarely satisfy the specific needs of a group of people and their institutions. For this reason it is best to find out as much as possible about the participants and their training needs before the curriculum is designed.

A complete training needs analysis of an organisation usually includes a lengthy process in which the existing skills are evaluated and compared with "desired" skills. The complete procedure is beyond the scope of this guide.

Major steps in **participatory training needs assessment** are:

- Clarify staff job descriptions; which includes analysing the overall duties and specific tasks related to the job
- Ask postholders to formulate suggestions for improving their job descriptions
- Ask postholders to identify their own knowledge about attitudes and skills in community based fire management
- Ask postholders to identify existing gaps in knowledge about attitudes and skills in community based fire management
- Together, determine priorities in training needs to fill gaps and suggest ways to overcome key organisational constraints.

(Adapted from Pretty et al, 1995, p.113)

Training needs assessment can also be accomplished by a **questionnaire** which is sent to the participants prior to the workshop. The questionnaire explains the planned objective of the workshop. It asks questions concerning participants working experience and self-assessment of contents and skills. It also leaves room to express wishes and expectations about the training event. The answers are compiled, evaluated and used to design the programme prior to the workshop. They are presented in the beginning of the workshop with the objectives and the programme. The facilitator explains how the programme refers to the needs identified.

Another means to understand actual training needs is to ask for **participants´ expectations and fears** at the beginning of the workshop. In most cases, participants have received prior information about objectives and contents of the workshop. They also hear about the programme plans during the opening of the workshop. The facilitator can get to know the participants:

- What are your expectations toward this workshop?
- What should happen to make the workshop a success?
- What are your fears toward the workshop/what should not happen?

Participants can **brainstorm** individually or in small groups. Expectations and fears are written on cards, as described in 3.4.4 Cards are clustered according to common subjects. Results are presented and discussed with the participants. Facilitators compare participants expectations with the programme planned. If necessary, facilitators explain why certain needs cannot be met. They can comment on the fears. This exercise helps adapt the workshop design to participants wishes.

2.2 Setting the Objectives

Prior to each workshop, the trainer should determine the objectives of the event. Who are the participants? Which training needs have been identified? What is the aim of the training?

Introduction of objectives during the SSFFMP workshop for MSF working groups and BPTP, April 2005.

There are usually two kinds of objectives. The first kind describes the **general overall objective**, such as "workshop participants have increased their knowledge about sustainable resource management."

The second kind of goal refers to the specifics topics of the workshop. They contribute to the achievement of the overall goal. **Specific objectives** should be formulated in a way that allows evaluation of whether or not the goals have been achieved. For example, "at the end of the workshop participants will be able to design awareness campaigns which are based on an assessment of women's and men's roles in sustainable resource management".

Goals are usally formulated in the form of a statement, such as "participants have experienced a range of interactive methods and know how to adapt them to their daily tasks". One overall goal is usually specified by 3-5 sub-goals.

Setting goals is of central importance when trainers and organizers form a team. It is the basis of cooperation and influences the direction of all other activities.

Choice and Invitation of Participants

Do participants apply **voluntarily** to take part in a training or are they sent by their bosses? This initial question can have crucial impact on the mood in your course. If participants are delegated from above, they may feel that the subject is imposed on them. This may block the working participatory atmosphere which is based on learner centered initiatives.
If participants apply actively for their participation, this indicates interest and an active attitude.

The ideal **size** of interactive learning groups is 12-18 people. This size can be easily handled by group members and moderators. The training methodology has to be adapted to the size of the groups (see chapter 3) One trainer can handle up to 10-12 people. It is better to have two trainers for groups larger than 10 people and 3 trainers for groups larger than 18 people. The moderator team should be **gender-balanced**.

Organizers and trainers have to **select participants** if too many applications arrive.
The criteria for selection are linked to the objectives and topics of the workshop.

Homogenous group composition in regard professional background helps to deliver fast top-down information because people are on the same level of understanding. This can be useful for technical subjects. For example, when a new computer technology has to be implemented in administrative work and secretaries come for training.

Heterogenous group composition in regard to profession, age, institutional hierarchy, etc., provides a greater variety of individual backgrounds and experience which can be useful in participatory working styles. In ICbFM trainings, it is advisable to invite representatives of the different user groups for an exchange of ideas and to strengthen social relationsships and networking between the groups. Heterogenous groups need careful moderation to encourage minorities and silent members to speak out.

In any case, one should aim for a good **gender balance.** Women and men may have different perceptions and interests, according to their roles and tasks. They will contribute different points of view to the analysis. A good gender balance also helps to create and maintain a pleasant and efficient workshop atmosphere. Studies have shown that a minimum of 30% participation is necessary for the gender which is in the minority to feel represented in the group.

Invitations should be sent as early as possible so that people can make preparations. Invitation begin with a short description of the background and objectives of the training. Invitations help prepare participants mentally for the event. They should be an overview of activities planned, as well as information on time and location. It is very important who sends the invitations to the institutions. The higher the position of the host, the higher the prestige and resonance of the invitation.

2.3 Choice of Venue and Rooms

The venue has an effect on the learning conditions. It sets the framework of the entire event. It should be adapted to the target group and to the contents of the seminar, i.e. representatives of grass roots organisations will have different needs than directors from private companies. The surrounding should provide a quiet and relaxed atmosphere which encourages social dialogues and supports cooperative work.

The **plenary room** should be big enough for people to sit in one semi-circle facing the pin-boards. There should be enough open space for warming-up activities. Boards, papers and cards a separate place in the plenary room. The room should have windows for natural day-light, but not be exposed to the outside. The plenary room should be functional, but also provide an atmosphere of privacy and protection against outside disturbances. Blank walls are also useful because they can be used for charts and posters produced during the workshop.

One or two extra **working rooms** would be useful, if you want to work in smaller groups.
In larger workshops, there is often a whole team of organizers, trainers and secretaries. It is helpful to have an extra room with telephone and computer to handle organisational matters for them during the course.
Trainers need an isolated place where they can meet in the evening to exchange feedback and to prepare for the next day.

If the workshop lasts longer than one day, it is advisable to choose a venue which is a bit isolated. This helps create the character of a “special event” and strengthens group cohesion. If participants come from only one institution it is best to look for a **venue away from the work place**. It is possible some participants might “have a quick look into their emails” during the break and return late.

Lodging depends again on your target group – and budget. Can participants share rooms or do they expect single rooms? During the last 10 years, there has been a trend to offer self-contained single rooms. However, some participants still prefer to share their rooms.

When **meals** are eaten together, food becomes a matter of social importance. Participants moods can be raised or depressed by the kind of food and drinks available. This point becomes crucial when participants from different nations meet. Be certain that food habits are known and respected so that participants feel at home.

Even if you are not in the position to choose the venue, you should visit the place before the workshop begins and check whether or not the rooms fit your needs. Sometimes you have to replan your activities. You will know how much room you have in the plenary for your energizers. If there is a pleasant garden, you can plan to make use of it.
You, as a trainer, will feel better if you come to the workshop already knowing the place. You will feel more at home and this will enable you to support the group getting settled.

2.4 Seating Arrangements

The seating arrangements have an influence on the working style. It makes a big difference whether or not people can “hide” behind tables or whether they are “exposed” by sitting on chairs without tables. Each arrangement has advantages and disadvantages. The trainer should consider carefully who her/his participants are and which style will best create an efficient working atmosphere.

Seating Arrangement	Advantages	Disadvantages
Circle or semi-circle of chairs	People can interact well Easy to move into various exercises and games No natural “top position” for trainer, very egalitarian Stops people sticking to a specific desk or chair	No flat work surface No tables on which to place books or materials No physical barriers, so more openess required In large groups (>30) participants sit far from those opposite them
Hollow U with tables	Trainer can walk between participants Trainer has eye contact with all participants Participants can write down their own notes	Participants along each arm of the U do not have eye contact with each other Fewer people can fit into the room Impossible to break into buzz groups wihout reorganising chairs and tables
Rows of tables/or chairs	Can fit more people into the room Everyone faces the front	Participants cannot make eye contact with each other Difficult for trainer to make eye contact with those at the back Trainer cannot walk easily between participants Impossible to break into groups without major reorganisation of chairs and tables People tend to sit at the back first, distancing themselves from the trainer It is like a class room at school, invites participants to behave like pupils, too formal
One big conference table	Majority of participants have eye contact with each other Large table useful for plenary group discussions	Cannot break into small groups easily Cannot fit many participants around the table During general discussion, several sub-discussion may form and disrupt proceedings

(adapted from Pretty et al, 1995, p.15-17)

Seating arrangement in rows of chairs during SSFFMP fire management workshop in Bayat Ilir – September 2005.

Seating arrangement in circle during SSFFMP fire management workshop in Bayat Ilir – September 2005.

You do not have to make a final decision which arrangement of chairs and tables should be used. Seating arrangements are not static and can be changed according to needs and wishes. If participants are actively innvolved, carrying tables can become an energizer.

Look at the room properly, before you decide where exactly to put chairs and boards. Stand and sit in different places and decide, which perspectives attract or distract attention.

2.5 Timing of Sessions

The length and sequence of the sessions will have a crucial impact on the session itself as well as on the participation. One session usually lasts 90 minutes, followed by a break. One day comprises 4 sessions, two in the morning and two in the afternoon. Breaks are very important for continuing discussions in an informal way and deepening private relationships. Find a consensus with the participants as to what time they want to begin, have breaks and finish the sessions. During hot seasons, people may prefer to work during the early morning hours and have a longer break at noon.

Ask a group member to volunteer as a **time keeper** reminding the trainers as well as the participants about the time and their assignments. The time keeper supports the trainers in handling the group.
It is better to plan theoretical inputs and lectures during the morning hours as people will concentrate better. Afternoon sessions are better for group work and active participation as people may feel tired after lunch and their concentration decreases.

Women's time constraints due to family obligations have to be considered when participants sleep in their own houses.

Respect religious holidays and other important local events when you decide on the dates of the workshop.

Planning the Curriculum and Schedule

Always reflect again about the **participants** before you begin planning the structure of a workshop and its sessions,.
Who are they?
What is their professional background?
What do they know already?
Which expectations and training needs have been mentioned?
How can you link your topic to the participants already existing knowledge?
Which examples can you choose which are close to the participants own situations?
Which questions help to activate participants knowledge and experience?

Think about the objective of the whole course after reflecting upon participants and their needs.
What should be achieved at the end of the course?
What is the **logic** of the course?
Where are we now?
What is the function of the day and the sessions ahead within this framework?
Which key points should be covered in which session?

Participatory workshops have some **typical sequences:**

1. **Warming up** by participants introductions
2. Matching programme and **expectations**
3. **Clarification of basic concepts** which are themes of the workshop
4. **Analysis** of the present situation in regard to the concept:
    a. Successes, achievements
    b. Problems, bottlenecks
    c. **Recommendations** to overcome bottlenecks
5. Introduction of **case studies**, examples of "best practice", new instruments
6. **Practical exercise** in applying the new strategies or instruments
7. **Transfer of learning**, linking the new information to participants working situation
8. **Action planning** in following up results after the workshop has ended.
9. Summary, feedback and **evaluation** of workshop.

These points can be extended and deepened or reduced, but a complete workshop sequence should contain all of them.
Different methods can be used to assure maximum participation during the sessions. These include feedback procedures, which give participants the chance to speak of their observations and feelings and to redirect the course of the workshop, if necessary.

A continual **change in methods** helps to keep participants alert. Methods will be described in detail in chapter 3.

Some general hints for planning the curriculum and schedule:

- Remember the statement in 1.1: people remember 80% of what they discover and do by themselves. Find out where participants are and start from there. Allow participants to **discover** as much as possible **by themselves**. This encourages **sharing of knowledge** and expertise with colleagues. Give participants the roles of experts in their sub-groups. This will create a feeling of **ownership** and **motivation.**

- It has been proven that most people lose concentration after **listening 20 minutes** to a lecture of the same style. There should be a well-designed change in working styles during presentations. If you cannot escape from a lengthy inputs, provide some **energizers.**

- Always start by asking for the **successes** when participants are asked to exchange and achievements. Proceed to ask about failures or **problems** after having laid grounds with the success**.** Do not end with naming failures because it is a pessimistic result, but always ask for some **recommendation** of steps necessary to overcome the problems. This will create a forward-looking, **action-oriented attitude.**

- Do not become too ambitious in your objectives and topics to be covered. Be realistic about the **time** people need to grasp new theoretical ideas or about the time people need to get settled and to exchange their experiences . It is better to cover some points in depth, than to hurry through many points without new insights

- Always allocate some **spare time** for extra discussion which might take an unplanned direction. You cannot warm-up people and ask them to open up and share opinions and then immediately interrupt them if they divert from your preconceived plan.

-It is helpful to prepare a **workshop planning form** for each session and working day, which clearly indicates

- What you intend to do (topic)
- Why you want to do it (objective)
- How you want to do it (method).
- Ranking of the degree of participation from 1 (low participation) to 5 (high participation) will remind you to use a variety of methods.
- How is the work shared? (Responsibility)
- Which materials and/or logistical preparations have to be organised?
- How much time is allocated for each activity.

-This form can be used as a working platform during trainers daily review sessions. It helps to compare the planned schedule with the actual proceedings. Observations and feedback are structured and form the basis for the planning and preparation of the next day.

Workshop Planning Form

Time	Topic	Objective	Methods	Degree of active participation 1	2	3	4	5	Respon-sibility	Materials/ logistics
9.00	Opening Objectives	Getting support from above	Speech from front	**X**					Senior offical	Tables in U shape
9.15	Programme	Provide an overview	Presentation Of visualisation	**X**					Trainer	Visualised programme
9.25	Introductions	Getting to know each other	Pairwise interviews and introduction					**X**	Trainer	Cards, markers boards
10.30	Break									
11.00	Expectations And Fears	Understand participants training needs	Brainstorming on cards, clustering of commonsubjects					**X**	Trainers	Cards, markers, boards
11.40	Components of community based fire management	Overview of strategies applied	Lecture with cards or overhead, plenary discussion	**X** X					Resource person trainer	Overhead foils, Cards, other visualisation s
12.30	Lunch break									
14.00	Energizer	Animation of tired participants	Fire management!					**X**		
14.15	Exchange and evalu-ation of participants Experience in CbFM	Situation Analysis of successes and problems in CbFM	Group work, Moderated and visualised				**X**		Participan ts	3 rooms, cards, boards, markers
15.30	Break									
16.00	Presentation of group work results	To achieve common state of knowledge	Presentation and discussion of results		**X**				Represent atives of working groups	
17.00	Summary of topics and events	Repetition of important points	Verbal summary	**X**					Trainer	
17.15	Feedback by participants	To adapt contents and style to participants needs	Flashlight (1-3 sentences from each participant)					**X**	Trainer	

(adapted from Pretty et al, 1995, p.38)

2.6 Workshop Hand-Outs

Written material supports the learning process. It can provide background information and/or details which would take too long time to be introduced during the workshop sessions. Participants appreciate articles, which they can read to better understand the subject matter.
Workshop-handouts relate to the topics of the learning process. They can be handed out before or during the workshop. They provide information and data which are used during the sessions.

Comprehensive hand-outs start with basic definitions of key terms or an overview of the different aspects of the subject under concern. Articles which explain central concepts in depth are included. Case studies related to new methods or topics can be added. A commented bibliography for more information helps interested readers to find more literature.

It is important to decide and to select carefully which articles are really connected to the main subjects of the workshop for a clear structure of the hand-out.
Avoid too long and accidental compilations as they will be stored away, but not studied. Take some time during the workshop to introduce the participants to the contents and structure of the hand-outs and/or readers. This raises the probability that they will be look at again later.

Handing out monitoring formats for discussion, SSFFMP workshop on gender differentiated monitoring, September 2005.

2.7 Working as a Team of Trainers

The facilitation of participatory training processes demands a high amount of concentration to observe the quality of the contents as well as the level of participation. One should be open to changing a preplanned schedule by responding to actual process without loosing the “red thread”. It is good to share this complex work within a team of trainers who can support each other. Good collaboration with all co-trainers is the basis for effective training.

It is always useful to discuss some **principles of team work** before the workshop starts. All trainers make explicit what they require to work effectively and how they want to cooperate with their partners. They agree to a sort of **“team contract**”. For example:

- we will not interfere in each others moderation
- we will support each other whereever possible
- we will attend the daily review sessions
- we will repect each others point of view and treat each other politely
- we will give each other feedback
- any other positive support, etc.

It is good to **clarify and appoint people for the different tasks** which have to be accomplished during the workshop: Who will moderate and/or visualise plenary discussions, who will present theoretical inputs, who will write the daily programme, who will introduce the group work, prepare energizers, etc. If a documentation is needed, who will take pictures and notes?

Sometimes, trainers can cover all topics and share all activities equally. Sometimes, there is a division of roles. For example, one is the resource person for special concepts and topics, while the other is reponsible for the participatory process.

However, visualisation requires quite an amount of “housework”, such as glueing cards, numbering and storing charts, emptying boards, covering boards with brown paper, etc. It strengthens team spirits if these jobs are done in turns and women and men share the work equally.

2.8 Daily review sessions

Daily review sessions are essential and should be conducted regularly during the workshop. They provide room for reflection on the workshop proceedings and an exchange of observations in regard to the group dynamics. Trainers can provide feedback to each other and improve their own performances.

Some questions derived from the workshop planning form (see 2.7) can structure the daily review session:

- Did we achieve our objectives?
- Where and why did we deviate from our objectives?
- How was the participation of male and female participants?
- Did both, men and women participate actively?
- Feedback in regard to trainers perfomance
- How can we improve the cooperation in the team?
- Where are we now? Which subject has to be covered during the next day?

The daily review is the basis for the planning for the next day.

Chapter 3: Methods of Training

3.1 Introduction of Participants

The introduction of participants is usually the first activity after the workshop has been opened and the goals have been presented.
The first aim of the introduction is, of course, to become acquainted with each other and to learn about professional backgrounds. The second aim is to "warm-up" the participants and to introduce them to the participatory working style. Different medias can be used to show the range of participatory methodology. Introductions are of central importance. They lay the ground work for the inter-personal and emotional relationships between the participants and between the participants and the facilitators. An open, pleasant social atmosphere will improve the working performance.

Introductions can also be used to direct participants attention to the workshop topic..
Introductions help facilitators to better learn about the participants and their needs. They can be combined with the question "What are your expectations in regard to this workshop?"
In groups up to 1O participants, personal presentations help to create a "tailor-made" training programme, which refers directly to participants own situations.
Introductions take longer in larger groups. Nevertheless, they are still of central importance, especially if the workshop is planned for several days.
Personal introductions become lengthy and tiresome when groups are larger than 30 people.
Different methods will be described for groups of varying sizes.

3.1.1 Individual Introductions

The shortest form of introductions is the **verbal self-presentation.** The facilitators prepares 4-5 points which should be elaborated by each participant and writes them on a flipchart.

Important points of introduction are:

- My name, country
- My project
- My position in the project
- How is my work related to the subject of the workshop, i.e. SNRD
- What are my expectation for the workshop

The **verbal self-presentation** is the fastest procedure. One of the trainers notes down the expectations expressed. She/he can write the expectations immediately or later on a flip chart paper, place it on the wall of the plenary room and use it as reference for the trainers and the group.

The **self-presentation with cards and pin-boards** serves to introduce the visualisation method at the beginning.

- The aims of visualisation and some the rules about writing cards must be explained (see detailed rules of visualisation in 3.4)

- The trainer prepares a board and writes the points of introduction on cards which are used as headlines.
- Participants are requested to write the their points of introduction on cards.
- When all have finished, one after the other stands, walks to the board, fixes her/his cards and explains what she/he has written.

In this way, each participant introduces her/himself to the group and also experiences the method of visualisation. The information is in writing and can be glued on a big paper and fixed in the plenary room for later reference.

3.1.2 Pair Introductions

Pair introductions take longer, but are more interactive and particular useful for groups of people who do not know each other. A group of 15 people will spend at about one hour in this procedure.

Different means can be used, but the basic structure is always the same:

The procedure is explained and the points to be covered during the introductions are presented by the trainer (5 minutes)

- Participants are asked to get up and search for a partner they do not know. In mixed groups one can ask for mixed pairs.
- The pairs sit together, interview each other, and prepare different types of visualisation (15-20 minutes)
- Participants sit in the plenary circle again
- Pairs stand together and present each other in plenary (only 2 minutes for each person!).

Pair introductions during the SSFFMP workshop for MSF working groups and BPTP, April 2005.

The introduction can be completely verbal (for example, if participants cannot write and read).

Cards and pinboards can be used as described above.

A lot of laughter is usually the result if participants are asked to produce a **"warrant of caption"** for each other. The warrant includes a painting of the partner´s face as well as basic information. The papers are fixed on the wall later and form an "exhibition.

3.1.3 Sociometrics

Sociometrics are an interactive method which can be used for groups larger than 6. In groups larger than 30, sociometrics can be used as a means of introduction and "warming up".

The **method of sociometrics** is quite simple:

- Participants are asked to get up and push their chairs backwards.
- The trainer asks questions (which she/he has prepared in advance) and indicates which place in the room stands for which answer
- Participants stand in groups or lines according to the answers.
- The trainer selects some participants and interviews them asking why they stand at their position.

Questions to be asked can be related to personal subjects as well as linked to the course subject. For example:

- Place of birth (People imagine a map on the floor. Trainer indicates the four directions. Participants are asked to stand at the places of their birth)
- age-line (A-verbal exercise! Trainer indicates one corner as the place of the youngest person and the opposite corner as the place of the eldest person. Participants silently put themselves into one age-line. At the end, they reveal their age and correct the line, if necessary)
- Men vs. women (Interview the minority about how they feel and which type of behaviour they would like to see)
- Professional cooperation (who works with whom?)
- Existing knowledge about the workshop topic (Trainer proposes 3 groups: quite a lot – fair – not so much. Deepening interviews will help the trainers to understand, "where the participants are").

Group formed by members of Pokja 4, from all SSFFMP priority districts at the workshop for MSF working groups and BPTP, April 2005.

Line demonstrating people's length of work for SSFFMP, workshop on gender differenciated monitoring, September 2005.

Adapt questions to participants and the workshop context. The larger the group is the louder the exercise becomes and you may have problems with interviews. Aks only 3-4 questions because people get tired of standing. Respect feelings of minorities, do not force participants to speak.

3.2 Lectures

Lectures are still the most common teaching method. They can be used for groups of any size. They are the most common method of instruction for very large groups
In traditional arrangements the trainer stands in front of the group and uses a script, which he either reads or which includes some catchwords. The lecture reflects the university style in which pupils listen attentively to their professors who present their knowledge verbally. All attention lies on the speaker during the lecture. She/he controls the group, the time and the contents. Lectures seem to be the most efficient training method. Little or no time is spent on discussion. However, devlivering a message does not mean the audience has understood and accepted it.

Disadvantages of lectures have been previously mentioned. They are usually based on one-way communication which does not relate to the audience needs. Lecturers use their prepared points and work them through regardless of the audience. They often “hide” behind tables or notes and do not make eye contatc with their audience. Sometimes, only the lecturers opinion is presented. This ends in a monotonous style which is boring. The main disadvantage is the limitation of creative and reflective learning for the partcipants. They often take notes as a means of being active and remaining concentrated.

Yet, lectures can be an efficient means for presenting an overview, introducing theoretical background knowledge or presenting summaries at the end of the day. Lectures are still the most frequently used training method. Points for improving lectures include:
First rule: **do not read from a written script**, which is only visible to yourself! The audience will lose attention after only 5 minutes! Written information is usually more condensed and abstract than information verbally transmitted. When it necessary to convey a long document, it is better to make a copy, distribute it to participants and read it together.

Prepare key-points in writing and use them to give an improvised speech. The effort to formulate ideas on the spot and relate them to your audience will set up a link between you and the participants. Try to maintain **eye contact** as much as possible. This will help you to assess whether your message has been received or not. When you are too shy to look into every face, select 2-3 friendly-looking people and address them. It helps to enter a more personal relationship with the anonymous audience. Do not stay on only one point, but move around and use **body language** because it makes the lectures more lively.

A lecture is usually based on a concept and keypoints which are determined beforehand. This allows adaptation of contents and means to the expected audience and their perceived needs.
It also gives room for a didactic structure which supports the audience in understanding and retaining the contents.

The **concept of a lecture** can be structured as such:

- Introduction of lecturer
- Opening remarks, which relate to the framework and the event of the lecture
- Short overview of the objective and topic of the lecture and its logical steps
- Delivery of information
- Summary and repetition of primary points
- Conclusions and outlook for the future
- Thank the audience for their attention

The talk should have a clear beginning, middle and end.

The **logic** of a lecture can either be "inductive" or "deductive".
"Inductive" means that you start with individual cases or events. You interprete the cases and draw conclusions until you arrive at a general assumption**.**
"Deductive" means that you start with the general assumption or hypothesis and link it to cases which can be observed and experienced and used as proof for the assumption. Both ways are feasible and give room for a combination of information on a theoretical level with singular cases linked to audience reality.

Don´t forget! Participants attention usually declines after 20 minutes of lecturing!
Limit yourself to 15-20 minutes input and then change the method. Either allow questions and open debate in plenary or break up into smaller "buzz-groups" (described under 3.5).

Lecture on fire management during motivators workshop, September 2005.

3.3 Using Visual Aids for Presentations

"People remember 20% of what they hear, but 40% of what they hear and see". Visual aids, such as cards and posters, flipcharts, overhead transparencies, slides, power point presentations, etc., make lecturing more efficient. They are an important means of participatory training.

3.3.1. Flipcharts

The flipchart is used primarily during meetings or in project work. It is often used as supplementary teaching aid together with other media. It takes only a short time to learn this medium. The flipchart is also ideal for a longer display of the most important outlines of a lecture, instead of displaying them only briefly.

A flipchart is ideal for short sketches and additional explanations. It does not require machines, electricity and skills in handling technical equipment. Basic requirements are white paper, markers and a good, clearly readable handwriting.

Tips for the use of flipchart:

- The flipchart must be placed safely on the ground
- Paper with thin squares helps clear writing and drawing
- Use thick markers/pens for text and drawings
- Use the colors selectively (no more than 3 colours on a sheet) and systematically
- Write in both small and big letters. It is easier to comprehend.
- Leave open spaces, do not overload the pages, At least one third should remain blank.
- Do not turn over or turn back the page too often during presentation
- Do not speak while writing.
- You should not turn your back to the participants when you are talking.

3.3.2. Overhead Transparencies

Overhead projectors and transparent folios are available in many training centres.
Overhead projectors are easy to handle technically.
Transparencies can be produced either by copying or by hand writing.

Tips for the drawing of overhead transparencies

- Keep your text brief. Reduce statements to the essential.
- Put headlines and sub-titles in different colours. Form visual blocks.
- Leave sufficient margin and blank space to be used for additional notes
- The projected screen can make more use of the room available if you prepare transparencies in the "landscape format" insteat of the "portrait format"
- Pay attention to legibility. Participants should be able to read texts and graphics from a distance of 6-8 meters.
- Do not put too many figures and columns on one page
- Use pictures and maps to keep peoples imagination alert
- Use water proof pens, so transparencies do not get smeared and

unreadable
- Keep your transparencies the right place, safe and protected.
- Transparencies can be easily copied and can serve as a hand-out.

Tips for the use of the overhead projector:

- Keep your transparencies orderly. If you search too long for the next transparency participants will have their attention distracted.
- Maintain eye contact with the audience. Do not talk to the wall or to the projector with your back to the audience.
- Do not speak while changing transparencies. First, insert the new transparency and then speak. The same rule for drawings: draw first and explain later.
- Avoid too many transparencies. When too many transparencies are shown or they are changed too quickly, the audience will switch off. Remember, it is dark…zzzz!
- Never show transparencies in a language foreign to the participants! It will only divert their attention.
- Switch off the projector when it is not needed to stop background noise

3.3.3. Powerpoint Presentations

The latest development in visual aids are power point presentations.

Basics in preparing powerpoint presentations:
“Slides” should not be overloaded with written information.
It is enough to write headings and catchwords in good logical sequence.
Not more than 5 - 7 lines per slide.
Arrange attractive flow of written information and pictures.

The **advantages:** the “slides” can be prepared on a computer. Pictures and maps can be scanned and enlarged to the desired size. There is room for creative in-put. Data can be easily visualised. The computer programme provides visual “highlights” like changing colours, flying arrows, and other decorative symbols.
All slides or pictures can be brought into a moving sequence. The movements make the presentations more attractive than still pictures from overhead projections. Power point presentations are “in” at the moment.

Disadvantages of power point presentations: it requires expensive, sensitive technical equipment and skills to. Power point presentations have a built-in structure which is difficult to change. It is difficult to alter the prepared sequence in response to audience interests.
Presentations are sometimes arranged by an expert, but used by others. It offers an attractive, but rigid presentation. Presenters often are reluctant to jump over logical steps or slides, but work through them one after another. Even when participants are impressed by the technical side, they get bored if they have to watch several power point presentations.
Worst case: presentation is in a language which is not understood by participants!

3.4 Visualisations with cards and pinboards

Mobile pinboards and cards are “the means” for participatory approaches with people who can read and write. They help to visualise ideas, to structure discussions, to summarize results achieved. They can be used during lectures, for group work presentation, for brain-storming.

Pinboards are posed in front of a semi-circle or U-shape, so everyone has a clear view. They are covered with big brown paper, on which the cards can later be glued. Cards should be written in a way that can be read from a distance of 8 meters.

Rules for writing cards are :

- Use the broad side of the marker
- Use big and small letters because they can better read from a distance
- Always start in the upper left corner of the card
- Write only three lines on each card
- Write only one idea per card
- Use different colours of cards to indicate headlines or levels in your Structure

3.4.1 Using cards during lectures

Cards and pin-boards can become an easy means to enliven your lecture.

Preparation: Write the key points of your lecture on cards

- Use different colour cards to highlight the sequence and logic of your ideas

P**resentation**: Pin only those cards up which relate to what you are currently saying.

- Look at and speak to the group, not to the board! Stop speaking while you write or pin cards up.
- Indicate with your hands which cards you are relating to your lecture or actual argument
- Use the whole collection of cards to summarize the overview at the end of the lecture

Lecture on gender in the project planning cycle, SSFFMP workshop for MSF working groups and BPTP, April

3.4.2 Using cards to support and document plenary discussions:

This method needs a team of at least two, preferably three, cooperating trainers. One trainer moderates the discussion and maintains constant eye contact with the group. The second trainer writes key words from the discussion on cards. The third trainer pins the cards to the pin-boards and puts them in an order. In a “train-trainers-workshop” some of these tasks can be delegated to participants.

Participants can observe the points recorded and the flow of the discussion. They recognize which arguments have been already covered and which arguments still must be addressed. If the discussion diverts too much energy from the initial topic or gets stuck, the trainers use the cards to summarize the arguments presented and to determine at which point the discussion is stopped.

Participants get the feeling that they reached a result. When a debate is documented and summarized in this way.

3.4.3 Using cards to activate participants knowledge of a topic

This method is useful for a quick assessment of the groups prior knowledge and to draw attention to the subject.

It can be used in the introduction of a new topic.

- The trainer asks participants to brainstorm individually or in small groups. What do they associate or know about the term or concept (inductive logic) instead of providing a definition of a term or concept(deductive logic),
- Participants write key words on cards (following the rules described under 3.4)
- The participants read and explain their cards and pin them to the boards
- They put their cards with those which have the same meaning and form “clusters” of cards
- Each cluster gets a heading in a separate colour.
- The trainer summarizes what participants have found out and adds points which have been missed.

Nobody knows everything. Everybody knows something.

3.4.4 Using cards for anonymous brainstroming (example: participants expectations)

Sometimes, it is better if the procedure is done in an anonymous way, so that people feel free to write their opinions, especially when they are critical.
It is provides also another way to ask for **participants expectations.**

These steps can be best handlest by two or more trainers:

- Prepare your question for brainstorming and write on a flipchart paper.
- Introduce the exercise and use the visualised question. This way everone can re-read the wording during the silent phase
- Distribute cards and markers.
- Use different colors for different questions.
- Collect cards silently.
- Put them on the blackboard and read them **after** the last participant has finished and handed her/his cards to the trainer.
- Cluster the cards together with the participants and find headings for each cluster

  (This part can also be done by the trainers during a break)

Summarize the results from brainstorming:

- Which cluster got the most cards and shows greatest common interest?
- Which cluster is number two, three and so on?

Relate the results to the workshop programme:

- Which expectations can be fulfilled?
- Which expectations cannot be fulfilled?

Glue the cards to a paper and keep this until the end of the workshop.
Present it to the participants before the **final evaluation**. Ask them to identify their expectations and to reflect whether or not they have been fulfilled during the workshop (see also 5.2).

Anonymous feedback by participants, workshop for MSF working groups and BPTP, September 2005.

3.5 Group work

"People remember 80% of what they discover and do by themselves."
"Adults learn most from their peers."

One major component of the participatory approach is working in groups to increase effectiveness of two-way communication.
Working in small groups provides the best basis for activating many participants at the same time. They learn from each other and experience each others strengths. If they combine their ideas, they will achieve a result which might not be complete but is linked to their prior knowledge. The "experts" get a stage for performing. The shy ones can ask informal questions.

It is important to ensure alteration between pleary sessions and group discussions in order to maintain information flow within the whole group. That is why you should allow enough time for the presentation of the group work results, i.e. minimum of 15-20 minutes for each groups presentation.

Functions of Plenary and Group Work

The principal functions of plenary sessions and group discussions in a training unit are:

Plenary session	- Introduction - Survey of all the important aspects - Identification of problem areas - Distribution of these areas to the working groups
Working groups	- Detailed analysis of the potentials and problems - Discussion of causes and alternative solutions - Formulation of recommendations - Synthesis and visualisation of results for the presentation
Plenary session	- Sharing of the results by the working groups - Discussion, criticism, supplements, and questioning of the results - Search for joint conclusions - Evaluation of the group process

(adapted from Ullrich/Krappitz, 1991, p. 28)

Some **hints for group work:**

- Is is essential to formulate clear and precise tasks which are explained properly to the plenary. It is best if the tasks are visualised, so that everybody can re-check the wording again.

- It is useful to indicate how many minutes should be allocated to each part if tasks are complex.

- Do not “pamper the groups”, but go around and check whether they are on the right track or got stuck, every 20 minutes.

- Introduce some rules for group work to enhance co-operation (see in 3.5.1.)

- Allocate some extra time to get settled and organised for work.

3.5.1 Rules during group work:

Each group work has elements of “team management”. It is helpful to provide participants with some rules how to cope with their tasks, such as

- Distribute roles within your group, such as moderator, a person to write cards, a time keeper, a presenter to the plenary
- Make sure everyone in the group understands the task
- Decide on a strategy regarding how group work should be structured to fulfill the task
- Respect each others opinion
- Encourage the silent group members to participate actively
- Rotate functions, especially presentation.

Group work during SSFFMP workshop for MSF working groups and BPTP, April 2005.

3.5.2 Different ways of forming groups

By luck:
The easiest and fastest way to divide a group is by **counting**. If you need 4 groups, count 1-2-3-4-,1-2-3-4-,1- and so on. All with number1 form one group. All with number 2 form one group and so on.

You can also cut cards or pictures into pieces and distribute them to participants. They have to find participants who received parts of the same picture. People who contributed their pieces to the same picture later become members of one group.

By interest in the subjects:
It is best to let people decide by their personal interest, if working groups want to deepen different subjects.

By choice:
Let participants themselves choose in which group they want to work. Ensure only that group composition is a bit balanced in number, qualification and gender.

By professional background or institution:
At certain points, it may be useful to group people together who share the same professional or institutional background. For example, if people are requested to exchange their personal experience and to draw conclusions.

By gender:
In some cases, it is important to understand the different views of women and men in regard to the same topic. Many women and men find it easier to discuss personal matter in gender-homogenous sub-groups.

By region or country
In international or regional workshops, it can make sense to break into regional groups. If groups are asked to analyse their local situation, it makes sense to combine people from the same area.

By using an energizer
Prepare small pieces of paper. Select different species of animals for the groups you want to create. Draw as many of these animals on the small papers as group members needed. Fold papers so nobody can see their contents.
Ask participants to make a choice, to look at their animal and to imitate sounds of that animal. Groups members should move around and identify each other by sounds.

3.5.3 Buzzing groups

Buzzing groups are a shorter version of group work. The name refers to the sound of a bee hive, where bees buzz around. A similar sound is produced by the small groups who start debating at the same time. People do not leave the room, but stay together in the plenary and discuss the issue under consideration with their neighbours.

Buzzing groups are especially useful after lengthy inputs for a big audience. Participants are asked “to buzz” on a certain question with their neighbours and to write their key points on cards. Buzzing groups do not take longer than 15 minutes. Cards are briefly presented in plenary and clustered according to topics.
The exercise can also be done without cards with verbal presentations.

Buzzing on open questions in regard to gender, SSFFMP workshop for MSF working groups and BPTP, April 2005.

3.6 How to handle roleplay

Roleplay is a method which is highly interactive and encourages people to act out spontaneously. It is very useful for practioners because it creates an authentic scenery. It is much more concrete to demonstrate a problem in form of a scene than to describe it in words.
Roleplay requires the actors to identify with their role. This change of perspectives sensitizes participants for other perceptions and enhances empathy.
A group has to be already warmed up before you can introduce a roleplay.

There are **different types of roleplay:**

- **Simulation exercise**

  Useful for people who are afraid of too much spontaneity. The scene is set, the characters of the roles are pre-determined. Participants take over roles and enter interactions with the other players. They are given duties which they try to carry out. Certain strategies of behaviour can be tested and results can be experienced directly.

Men playing women's roles, gender awareness workshop for village heads and sub-district officers, Telung Selapan, April 2005.

- **Roleplay with semi-structured tasks**
  Tasks are still related to the description of a certain problem or issue, but people are asked to create their own stories and characters and to act them on stage

- **Roleplay to expose a situation or problem**
  This type of roleplay is useful to expose a problem on field level. It is prepared by the trainers and fieldworkers and acted for the audience.

How to evaluate roleplay?

After a group has presented a role play the **SHOWD-questions** can be asked:

- What did we **SEE?**
- **HOW** did it happen?
- How is it related to **OUR** situation?
- **WHY** is it that way?
- What can we **DO** about it?

If there is team of trainers, one can moderate the discussion while the other visualises the answers on cards.
Roleplay can also be evaluated by asking for the different perceptions of actors and audience:

- How did the actors feel in their roles? What did they observe?
- What did the audience observe?

3.7 Case Studies

The case study involves the presentation and analysis of a concrete example or an incident which has happened or could happen. A range of information either in writing or in words is prepared and presented. People like case studies because they can identify better with real-life situations.

Trainers select examples of relevance to the trainees. Cases are especially useful to practice certain techniques and methods. People work in groups and get the same scenario to try out some new instruments or tools. Results are visualised and shared in plenary. Comparison of results will lead to deeper discussion and understanding.

3.8 Excursion Tours and Field Trips

Excursion tours provide a means of change in methodology which is enjoyed by most participants. The object of the excursion tour should be selected carefully relating to the topics of the workshop. It can be used as a life case study and examined by the participants.
Excursion tour have to be prepared properly:

- Company or locations should be informed about the group and the workshop objectives
- Written documents help participants to get prepared
- Participants take over different tasks during the excursion tour and prepare themselves in sub-groups
- Each group collects its information during the excursion trip
- Results are compiled and visualised after the trip and presented to the plenary.

Field trips are even more exciting because participants are exposed to real life and real people. Field trips are essential in training courses. They allow new experiences outside of the classroom.

Field trips require even better preparation:

- Villagers and officials need to be informed beforehand.
- Food and logistics have to be resolved.
- Participants work in groups and plan activities they want to accomplish.
- Activities are implemented on field-level.
- Results are compiled, evaluated and visualised in the groups.
- Results are presented and discussed in plenary.
- The field trip and the experiences are evaluated.

3.9 Transfer of learning and Action Planning

"Transfer of learning" refers to the priciples of participatory trainings approaches. New knowledge should be developed out of the existing resource. For example, participants own cases are used to introduce and practice new instruments. After deepening new topics or after practicing new tools it is imporatant to link the new knowledge back into the participants daily life. How can participants in their future work integrate the newly acquired knowledge?

Transfer of learning exercises can take place at the end of a day, at the end of a module or at the end of the workshopbefore the final evaluation.
There are **different types of exercises :**

Daily reflections: at the end of the day the trainer repeats the methods which had been used. She/he asks the participants to reflect (silently or on cards) which methods could be easily iúsed in their own working surroundings.

Letter to myself: provide participants with empty papers and envelops
Ask them to write a letter to themselves, in which they reflect on
What has been most important for them during the workshop.

Which conclusions do they draw in regard to their own work or life, which they do not want to forget?
Participants put the letters into the envelopes and write down their addresses
Trainers or organizers will send the letter 3 months later

Individual action planning: each participants brainstroms individually on 4 questions:
What am I going to do?
Why do I want to do it?
How am I going to do it?
With whom can I do it?
Answers can written on cards and presented to plenary.
Pairs can be formed to support each other in brainstorming, which makes it more interactive..

Action Plans for Institutions or Networks: if participants work in the same institutional context or aim at building up a networking structure more detailled action plans can be elaborated in groups. The headlines can be adapted to participants and their needs.

Place	Target groups	Target	Indicators	Activities

or

Where?	Who?	With whom?	What?	Why?	How?	When?

Planning exercise at SSFFMP village gender motivators WS, September 2005.

Chapter 4: Steering Group Processes

Learning in groups takes place within a network of social relationsships. Social relationsships are not always full of harmony and support for the learning process. A trainer always has to observe two levels, what is the quality of the content and what is the emotional state of the group? Groups can be powerful and productive when they function well. They can also become completely blocked by internal tensions. A trainer needs an understanding of group dynamics and the typical stages in group learning process. The strategies proposed should be adapted to the cultural background of the group. There is no blue-print for suitable interventions. Each context is different and should look for its own suitable solutions.

Analysing the mood of the group, the **trainer** should first **ask her/himself, what is my current mood**? Am I tired? Excited? Hungry? Frustrated? What is the atmosphere in the room? What would I like most to do at this moment? Which participants do I like best? Which do I not like and try to avoid? What is my relationship to my co-moderators?

One´s own mood and sensitivity is the best indicator for understanding the emotions in the group.
Observations and close exchange with co-trainers will guide one in handling difficult moments.

4.1 The Life Cycle of groups

According to Charles Handy, 1985, each group of people passes through typical stages before it can work together and become efficient. The trainer is challenged to guide the group through these 4 phases and to enhance capacities of team co-operation.

The four stages of group development

Forming: Group is not yet a group, but a set of individuals.
Individuals want to establish an identity within the group and make an impression.
Participation is limited while individuals familiarize themselves with the setting, the trainer and one another.
Individuals begin to focus on task at hand and discuss its purpose
Group is essentially developing ground rules on which future decisions and actions will be based.

Storming: Characterised by intro-group conflict and lack of unity.
Preliminary ground rules on purpose, leadership and behaviour are damaged.
Individuals can become hostile towards one another and express their individuality by pursuing or revealing personal agendas.
Friction increases, rules are broken, argument can occur.

Conflict resolution leads to a more realistic setting of objectives, procedures and norms.

Norming: Characterised by overcoming tensions and by developing group cohesion in which norms and practices are established.
Group members accept the group and each individual´s pecularities.
Group allegiance develops and group strives to maintain it.
Development of a group spirit, harmony becomes important.

Performing: Characterised by complete development and maximum productivity.
Can only be reached by successfully completing previous three stages.
Members accept roles to fulfil group activities. They have now learned to relate to one another.
Roles become flexible and functional.
Group energy channelled into identified tasks.
New insights and solutions begin to emerge.

(adopted from Pretty et al, 1995, p. 40)

4.2 How to improve communication in a group

There are quite a number of **interventions** a trainer can use to improve the climate and trust in a group.

- An interactive **introductory phase** is a good vehicle for warming. Severals methods of introduction have been explained under 2.

- **Social activities** such as Welcome and Farewell parties have a good effect on group climate.

- **Workshop organization** can delegate some responsibilities to group members, such as time keeper, food committee, karaoke committee, etc.

- A **mood barometer (**described in chaper 5)encourages individuals to express their feelings.

- **Daily feedback committees** help the trainer interpret the mood of the group and to give feedback on the content and the methodology of the workshop.

- Opportunities for people to **voice** their **criticism** help prevent anger and frustration.

- Allow time for some **exercises which enhance communication skills** and good group cooperation such as

    - **Active listening** (group of 3, one person talking about a personal problem, one person repeating and only asking relevant questions, one person observing silently and giving feedback later)

- Turning “**You-messages”** into “**I-messages”** (see Berninghausen/Morell, 2001, Hand-outs)

- Using different types of **“open questions”** to deepen the issue : Who? With whom? What? How? Why? When? Where?

- Sensitisation for the “**4 sides of a message”**: facts, statement about the relationship between speaker and listener, statement about speaker, request to listener.

- **Feedback mechanisms** (described in chapter 5) to provide opportunity to reflect on the group dynamics.

4.2.1 Energiser, Ice-breakers, Warm-up exercises

Energisers are movements or games which can “energise” a group. They can have a positive impact on the group mood. People have fun and meet each other in a more relaxed way. They divert their attention from the pure cognitive level and become creative with a song or a joke. Participants can show sides other than their intellectual capacities.

It is advisable to **start evey morning** and **after lunch** with an energizer, becauss it will lift spirits.

If you cannot avoid a **long session of inputs**, insure that you have some breaks in which everyone stands up and does some physical exercises or games.
Invite **participants** to **introduce their own energisers** !
A list of energisers is compiled in Annex 1 of this Guide.

Energizer duringSSFFMP village gender motivators workshop, September 2005.

4.3 How to deal with group conflict

It is important to observe and analyse the **nature of a conflict** before using an intervention..

- Is the conflict due to the "**storming phase"** of the group cycle?
- Is it **conflict between group-members** ? (competition for leadership positions, authorities fear exposing their weaknesses, silent participants feel dominated, etc)
- Is it a **conflict between group-members and trainers** ? (group members doubt the trainers competences, group members feel misinformed, group members feel treated as children, etc)
- Is it a **conflict between trainers?** (trainers feel unappreciated by their co-trainers, tense and feel blocked in their cooperation)
- Have people been forced to attend the workshop against their will?

The role of a trainer is to provide time and place for reflecting on the situation in the group, not to solve conflicts for the group! (see rules for mediation 4.3.3).

It is advisable to start with your own observations and feelings and to phrase them as **"I messages**" such as "I see… I feel….I would like to share my observations with you."
Allow a **free, but moderated discussion** in the plenary. Ask repeating or **deepening questions,** such as "I understand that you …?"or "Did I understand you correctly that…" or "Could you please explain …?"
Insure that not only opinion leaders but also **silent people** have the chance to express their opinions.
Summarize important points and positions at the end and ask participants for **conclusions.**
Trust in the self-regulating mechanisms of groups.

4.3.1 How to deal with difficult participants

Jules Pretty compiled a good overview (Pretty et al, 1995, p. 43):

- As soon as you begin to see problems arise, take the opportunity to talk to the person **individually**. Try to understand what is bothering them. Sometimes, disruptive people just want more individual attention.

- If this does not help and there is someone in the group who has a personal relationship with the individual and can act as an **intermediary**, ask that person to discuss the disruptive behaviour sympathetically with the person in question.

- Give the person a **particular responsibility** in the training which will focus their energies, such as leading a training activity or being in charge of the end-of-training party.

- Do an exercise that allows **complaints** to be **voiced and discussed anonymously**, for example an anonymous brainstorming on cards: "what I like in this group" and "what I do not like in this group". Participate in the exercise yourself and include your own comments on difficult behaviour so that issues can be aired.

- You can also encourage participants to develop self-critical awareness about the quality and length of contributions to discussions. You can begin by inviting the group to evaluate one anothers contributions:

  "Would anyone like to comment on that?"
  "What do other people think?"
  "Some of you have special knowledge on this subject. Would any of you like to add something to this?
  "Anything else we have forgotten?"

  Only deal with difficult individuals publicly in exceptional cases. You can ask the person in question to make a comment in plenary and ask the group to resolve it together. But remember, in some cultures this approach can be very threatening for the person and may be counter-productive.

4.3.2 Conflicts in the Trainer team

Trainers can have conflicts when they have different training styles and expectations about handling situations. Nervousness increases, especially if participants are high-ranking officers. Teams are often under stress during the courses. They facilitate the workshop during the day and make preparations in the evening. There is a lack of free time for recreation, especially if the workshop is longer than one week. That is why daily review sessions and a clear distribution of tasks and responsibilities as decribed under 2.8 and 2.9 are indispensable.

Two examples: A trainer might intervene, while the other is "on stage", because she/he would like to direct the flow in another direction. The other trainer feels exposed and humiliated in front of the group. Or: one trainers wants to slow down activities while the other wants to speed up. Sharp words are exchanged in plenary.
Conflicts like this can develop in old and new teams. Teams which are accustomed to giving one another open feedback during the **daily review session** may have no difficulty handling conflicting issues in a productive way. However, not everyone finds it easy to speak out and to receive critical statements.

If there is a distribution of sessions, the trainer "on stage" has full responsibility. She or he has the chance to guide the group in her/his personal style. If the other trainer wants to propose a new direction, she/he can raise her hand hand speak. The trainer in charge can ask the group for its opinion and accept or reject the proposal.
Teams should always be aware that the group will sense their tensions. If the group feels a split in the team, it will also split into fractions. Team conflicts should be solved **outside the plenary room.**

It is useful to install a mood-barometer at the beginning for the team members as well and to invite trainers to speak about their feelings.

4.3.3 Mediation – A method for conflict solving

Mediation is a method of conflict solving which is based on the presence of an outside, “neutral” moderator. This moderator does not interfere in the process of conflict solving. **He is not the one responsible for solving the problem** or finding the solution. He facilitates the process and enables the conflicting parties to find their own solutions.
Mediation is an **informal approach to a conflict** and does not involve legal procedures. Precondition are: both conflicting parties are present and it is **free decision** of all parties to participate.

There are **5 major steps in mediation:**

1. Introduction Introduce yourself. Create a warm atmosphere. Explain the process of mediation. Clarify the conditions for mediation. Agree on rules.

2. Clarification on the matter of conflict (what?):
Brief description of the conflict. Brainstorming on the issues of conflict. Organising issues into agreed and not yet agreed topics. Ranking of issues to be considered.

3. Clarification on the reasons for conflict (why)?
Understanding different points of view. Create an understanding for one anothers reasoning and feelings. This phase is very important to explore arguments and perspectives in depth.

4. Option building – Generate possible solutions (What would be possible?)
Generate different possibilities for solution. Verify each suggested solution . Agree on one or several solutions for the issue discussed.

5. Action Plan - Select and agree on a solution and its means (What will be done?)
Develop an Action Plan (Who? Where? What? When? How? Etc)

(Source: Berninghausen/Morell, 2001, Hand-Outs)

Chapter 5: Feedback and Evaluation

5.1 Guidelines for giving and receiving feedback

To receive feedback means to get information about the effect a particular behaviour has on other people. I can ask for feedback regarding my behaviour as a trainer during a training workshop. Participants are asked to voice their observations and feelings about a topic or a method. Feedback helps trainers understand the indidividual´s and the group situation and redirect the flow of action to meet participants needs.

To insure that feedback is not misunderstood, some guidelines can be followed.

Guidelines for the person giving feedback:
Give positive feedback first.
Show sensitivity.
Describe specific cases.
Do not judge.
Give practical feedback about concrete behaviour
Speak from your own point of view
Start your sentences with "I…".

Guidelines for the person receiving feedback:
See feedback as an opportunity, not as an attack.
Specify the focus of the feedback
Listen silently. Do not interrupt.
Do not defend yourself.
Do not comment.
Offer thanks for the feedback.

5.2 Different Types of Feedback

Verbal Feedback
When lecturers have given a lecture or facilitated a session, a feedback can help to understand how they are perceived by the outside and how they can improve their performances. In a train-the-trainers workshop, verbal feedback is used after practical exercises. Verbal feedback is also a ritual starting the daily review session of the trainer team (see also 2.8)

Flashlight
At the end of a day, each participant is requested to contribute 2-3 verbal sentences about how she/he feels after this day. The summary of all "flashlights" gives a good impression of the groups mood. It also allows participants to voice complaints immediately and to "clear the air".

Moodbarometer:

	Monday	Tuesday	Wednesday	Thursday	Friday
High mood - Smiling face					
Fair mood – neutral face					
Low mood – Sad face					

At the end of each day, participants are requested to put one point into the section which represents her/his actual mood. Two types of points can be used to segregate gender-specific perspectives. Participants may insist on creating two moodbarometers, one to reflect the contents and another to indicate the mood regarding social aspects.

Feedback Committees
As described in 4.2 one can ask volunteers to form feedback committees**.** Feedback committees are the **first to begin in the morning**. Their tasks are:

- Summarize the most important points of the previous day regarding content and methodology in a visualised way
- Describe what impressed you most?
- Did anything remain unclear?
- How is the mood in the group?
- Prepare an energiser to start the day´s programme.

Anonymous feedback on cards
can be used at different stages of the course. Questions are prepared and visualised by the trainers.

For example:
To evaluate the groups performance:

- What do I like about our group?
- How can we still improve?
- What would I like to see changed?

During midterm evaluation:

- Give feedback to yourself (secretly),
- Give feedback to the group (on cards),
- Give feedback to the facilitators (on cards)

Feedback is written in key words on cards. Cards are collected by the trainer, pinned to a board and then clustered according to subjects in common. Partcipants are invited for comments and conclusions.

During final evaluation:

- What did I like best?
- What did I dislike?
- What can be improved?

5.3 Final Evaluation of a Workshop

Feedbacks are relatively spontanous responses relating to a concrete situation. An evaluation includes a complete view of the workshop as a whole.
It is useful if the trainer gives a **verbal summary of** workshop events and mentions the **main topics** and **methodology** used before the evaluation takes place.
Charts from the first day are reviewed, i.e. the **objectives** of the course, and the **expectations and fears.** By this the "cycle of learning" is completed.

Anonymous or open feedback with cards
Participants are asked to remember their own expectations and fears which they wrote on cards at the beginning of the course:

- Were their expectations fulfilled and how were they fulfilled?
- What occured with their fears?
- Did the course fulfill its objectives?
- Any recommendations to improve the course?

Different colours or numbers can be used to indicate different questions and answers. Allow enough time so that no one has to hurry.
Cards can be collected and clustered anonymously (as described in 3.4.4).
At the end of a longer event, it is also suitable for participants to present their cards themselves and give their last feedback publicly. They can also give some clarification if cards are unclear.
The second version allows each individual a final statement at the end of the course.

Matrix Ranking
A simple matrix can be drawn which describes all topics or methods used on the vertical side and indicates a simple ranking scale on the horizontal side. For example:

How satisfied am I with:

Topic	++	+	O	-	--
…					
…					

++ very satisfied 0 fairly -- not satisfied at all
+ quite satisfied - not satisfied

Written Questionnaires
A written questionnaire can include more detailed questions about topics and methodology as well as lodging and food. This is useful for workshops lasting longer than 4-5 days. The questionnaire is distributed one day before ending the workshop and filled out individually. Trainers collect questionnaires, compile the data and prepare a visualised presentation of the summarized results. Not all results must be included in the presentation.

The results of the written questionnaire are presented at the end of the workshop. Participantant are invited to comment.
A written questionnaire can be combined with a brainstorming on cards as described under 3.4.4.

5.4 Closing the workshop

Awarding certificates after the final evaluation is a good ritual for ending the learning process. Organizers, trainers and participants can give spontanous speeches and feedback. Everybody who contributed to the success of the workshop is thanked. The workshop is closed.

Summarizing WS results at the end of SSFFMP WS for Gender Resource Persons of MSF working groups and BPTP, September 2005.

ANNEX 1: Literature

Jutta Berninghausen/Saskia Morell, 2001: Strengthening Skills and Competences for Integrated Coastal Zone Management Training. Train-of-Trainers Workshop for COASTMAN-Partners from Asia, Final Report, Bremen

Eva Engelhardt, 1995: Toolbook for Gender Sensitive Participatory Extension Approaches in the Philippines, GTZ, Wiesbaden

Eva Engelhardt-Wendt, 2001 : Toolbook for Participatory Training in Environmental Management. German Foundatin for International Development, Kafue-Bonn

Christine Grieshaber et al, 1994 : Step by Step, A Trainer´s Handbook. German Foundation for International Development, Bonn

Thomas Harris, 1976 : I´m OK – You´re OK: A Practical Guide to Transactional Analysis.

Anne Hope et al, 1989: Training for Transformation. A Handbook for Community Workers. Mambo Press, Zimbabwe

Jules Pretty et al.,1995 : A Trainer´s Guide for Participatory Learning and Action. Integrated Institute for Environment and Development, London

Hinrich Mercker et al, 2000 : A Trainer´s Handbook for Environmental Management, German Foundation for International Development, Public Administration Promotion Centre, Berlin

Gabriele Ullrich et al, 1991: Participatory Approaches for Cooperative Group Events. German Foundation for International Development, Bonn

ANNEX 2: Energizers

Cat and Mouse

Outdoor activity with running. Participants form pairs holding one hand of the partner. A volunteer plays a cat chasing one "mouse". If a mouse runs to a pair, the partner not connected to "mouse" becomes the new mouse. Cat remains cat until it catches a mouse. There is only one cat and one mouse at the same time!

Fire management!

Adapted from the game "fruit salad". All sit in a circle on chairs, one participant stand s in the middle. Her/his chair is missing. Participants name 5 components of fire management, which are analysis of causes, prevention, being prepared, fire suppression and rehabilitation. The names of the components are equally distributed among participants. When the person in the middle´mentions one of the components, all those with this name have to get up and look for another seat. If she/he says "Fire management !" Everybody has to change seats. The person in the middle tries to find a chair, as well.

Songs known to or composed by Participants

Enak E, enak E Jadi Motivator
Selalu Kamana-mana
Kapan saja ada panggilan
Kami Sian Sian selalu
Ku jadi-jadi Motivador
Yang PD dan bertanggungjawab
Memberi Pengertian
Kepada masyarakat
Ref.
Ini Jaman, Sekarang jaman Jender
Peran Serta Perempuan
Yang tadinya tidak pernah tampil
Sekarang perembuan harus tampil\
Jender ... Jender yes 2X *(SSFFMP Village gender motivators song)*

Knotty problem

2 volunteers go outside. The other form a circle and hold one anothers hands. They tie themselves into a complicated knot. The volunteers are asked to come back and to untie the knot by giving verbal commands. A participant times the procedure. When the solution is finally discovered, the time is announced and the volunteers step back into the circle. The people in the circle are asked to entangle again in a complicated knot. They are then asked to get out of the knot by themselves. Somebody times this as well. This time is much shorter than the first time. This exercise can be used as an introduction to participatory methods. It demonstrates that people can solve their own problems better than outside experts.

As and Bs

Everybody stands up and comes to the open space. Participants are asked to look at one another and to choose silently one individual in the group who is their “A” person and another who is their “B” person. Tell them that there is no particular criteria on which to base their choices.
After everyone has made their choices, tell them to get as close to their respective “A” person as possible, while getting as far away as possible from their “B”. People are encouraged to move quickly, but not to grab or hold anyone.
After a few minutes, participants are asked to stop and reverse the process: they chase their “B” persons and avoid their “A” person.
(Pretty et al 1995, p. 145)

Animal Families

Cards with animal names are prepared for families of 4-5 persons. For example: mother mouse, father mouse, brother mouse, sister mouse, baby mouse. Or other animal families. Each participant gets one slip of paper, walks around the room and exchanges names with the others. When the trainer calls out “Family Reunion”, everyone tries to form a united family group. The last group is asked to demonstrate to the others which type of animal they represent, in pantomime.

7 Up

All stand in a circle and begint counting. “Count as fast as possible to 50! Those with a number including 7 or a multiple by 7 should clap their hands instead of saying the number. Clapping twice changes the direction of the counting. If a mistake occurs, one must start from 1 again.”

The ship is sinking!

All participants move through the room. They are on a big ship on the sea near the coast. One person announces “ A storm has come up! The ship is sinking! Life-boats can carry … persons” Participants have to form groups of the respective number. All others “drown” and sit down. Can be used to form groups in an interactive way!

Long Lines

Participants are asked to stand in two lines with same number of people. The task is to form the longer line. Stretching arms, using belts and pullovers, the line can be made longer.

Letters

Trainers prepares cards with big letters and puts them on the floor with the writing upside down. Participants split into groups of 4-5. A group picks a card and then forms the letter, which the others have to read.

1-2-3-4

Form groups of 4 people, all others are observers. One person in the group is number 1, one person number 2 and so on. All groups of 4 have to stand in proper order.
Prepare cards on which you write different combinations of this number.
Show one cards and ask the groups to stand in the right succession. There is competition for the fastest group. Observers help to determine the winners.

Changing Seats

Sometimes participants get stuck to "their seats" in a certain arrangement. In order to dissolve this, one can ask "everyone with a white shirt, change your seats" or "everyone with black socks change your seats" or "everyone with a ring" etc.

Variation :
Participants sit in a circle. One chair is empty. The person sitting left of the empty chair, gets up and selects a group members and accompanies him or her to the empty chair. By that another empty chair is created and the game continues.

Changing seats during the SSFMP workshop for MSF working groups and BPTP, April 2005.

Cash Flow

Participants stand in two lines of equal number. The facilitator demonstrates the "cash flow" by dropping a coin into the top of his shirt or her blouse. The coin is supposed to move invisible along the body and drop out at the leg of the trousers or under the skirt. The next person in the line picks up the coin and repeates the procedure. The line which finishes first is the winner.

Moscito Clap

Participants are asked to imagine that they were in a room full of moscitos. Moscitos sit everywhere and bite. Participants clap on their neighbours bodies to kill the moscitos.