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The Trainer’s Guide

Participatory Training Methods

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List of Contents

INTRODUCTORY NOTE

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Since the beginning of the UN Decade of Education for Sustainable Development (2005-2014) it has become increasingly evident that Human Capacity Development (HCD) measures require participatory teaching and training methods that motivate and enable learners to change their behaviour and take action in the pursuit of sustainable development. HCD Programmes develop competencies such as critical thinking, imagining future scenarios and making decisions. All are designed to promote sustainable governance, decentralization and local finance management. This learning can only be achieved in a collaborative fashion.

To this end, new approaches to the way training courses, workshops and seminars are delivered are required. The importance of the role of trainers and the facilitators cannot be overemphasised, as it is they who need to stimulate learning and knowledge sharing by creating the appropriate environment and applying effective methodologies. The purpose of this Train-the-Trainer (TTT) Handbook is to support you in this task. In this light, we have laid out a wide variety of options available to facilitators to make the interactive learning process as successful as possible. It is not only the content which matters but also the methods through which the aims of the training are achieved. Additionally, the training isn't just about a participant's intellectual capacity but also about his or her emotional intelligence.

A slight change in training methods could yield extremely positive results, in for example, the behaviour of participants. Such a change can lead to participants becoming employees who have an amazing ability to think outside the box. They also often take initiative within their workplaces, progressively putting into motion an organisation-wide change.

We have drawn on materials selected from the practical training experience of authors from Malawi, Mozambique, Zambia and beyond. We have been guided by a "hands on-approach." We provide some theoretical background information but the main focus is on concrete examples and recommendations which each of you, as individual trainers and facilitators can adapt according to your specific and unique environment and educational setting. You will find that many of the ideas and techniques suggested are interlinked to some degree. For those who wish to go deeper into the theoretical aspects, the literature section at the back provides suggestions for further reading. This handbook is written by practitioners for practitioners. We hope that it may *"Kupha mbalame ziwire ndi mwala umodzi",* as people in Malawi say, i.e. "reaching two birds with one stone." Firstly, we hope that you enjoy reading it to further develop your own facilitation skills; secondly, it is our hope that you apply the various participatory methods described to the benefit of your students and participants, enabling them to reach their full potential in their respective fields.

We have developed a similar manual under the expert guidance of Dr. Alexander Loch for Indonesian trainers and facilitators. This manual acted as a reference point for the new TTT Handbook, **“Participatory Training Methods.”**

Developing this handbook would not have been possible without the generous support of a wide variety of colleagues and institutions. I would like to thank our trainers, especially Nancy Munthali from Malawi and Andrew Mwinga from Zambia, my colleague Ulrike Nonn who co-manages our projects with enthusiasm, Patrick Little, Pukhraj Choudhary and Uwe Krappitz for the frequent and intensive exchange of ideas and for providing valuable feedback to the manuscript; Agus Palupi contributed the illustrations and Rendel Freude designed the layout.

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‘Thank you,’ ‘Muito obrigado’ & ‘Vielen Dank’ to all of you

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CHAPTER 1:
The Role of the Trainer

1 The Role of the Trainer

Human beings have an innate desire to learn and develop their capacities. Facilitators, trainers and training institutions play a key part in this process.

We understand capacity development to be the process whereby people, organisations and society as a whole are enabled to shape their own development and adapt the development process to changing conditions and frameworks.

Human Capacity Development (HCD) is a multidimensional challenge: the on-going training programme for local finance management in sub-Saharan Africa is a factor for successful transformation, decentralization, good governance, service orientation and professionalism. Trainers, coaches and facilitators all over the world are confronted by similar issues: How to motivate participants? How to structure the content in the way most suitable for adult learners? How to deal with 'elephants in the room'? How to get all the audience to really participate?

Trainers and course instructors sometimes complain that they have disinterested, bored and unmotivated trainees. Questions arise such as: Am I boring the trainees? Is it a matter of presentation? Is the timing poor? Are the students just not interested in the topic?

Another scenario, often encountered by young trainers and facilitators is having senior participants in the classroom, who have considerable experience and their own understanding. Their social role is sometimes contrary to the egalitarian setup of the joint learning journey of the group, where everybody is equal with respect to gender, age, ethnic group, etc..

We often assume that the problem lies in the particular person. But this is generally not the case. Often it is a question of the setting and the methods deployed. The same participant who was dozing in the morning session turns out to be extremely clever and motivated when we meet her* at night in an internet-café (i.e. in a different setting) researching a topic of private interest (proactive search for information). Or the disruptive 60 year old "heavyweight" in the classroom, integrates perfectly when sitting together with other old men under a tree solving a real community problem.

So what are the implications for us as trainers? We can reflect and refine our practice to improve facilitation and learning. We need to move away from traditional teacher/trainer- centric methods to embrace more participative and learner-oriented approaches. The question is: How do we achieve this? In this handbook we present eight simple tools to help you make your training sessions more attractive, relevant and successful. While they were specifically designed for capacity builders to strengthen good Financial Governance in Africa, they are equally applicable to group training events of any kind, in any geographical or subject area.

* While being gender sensitive, we use the feminine pronoun for easier reading – please note, that we always mean both male and female participant, trainer, facilitator, etc.

Eight key ideas for effective training courses

Here are the eight keys for the professional trainer. They will be explained in more detail later on:

1. **Talk less.** Apply the 10:60:30 rule. When working with adults, only 10% of a good training session should be taken up by "classical" input, i.e. as teachers provide it to children in a school environment.

2. **Deploy visualization as much as possible.** People remember better what they see and hear (and adults learn even better when you give them the chance to discuss and speak themselves). Avoid "Death by PowerPoint." Use dynamic visualization instead of static LCD projections.

3. **Plan your training units well in advance:** There should be a dramaturgy (script) allowing the learner to breathe in (input, new topics) and breathe out (output, i.e. applying the newly learned skills and knowledge).

4. **Ask the right questions.** Formulate relevant, precise, open questions for group work. If possible, pre-test them with colleagues. Motivate by means of questions that stimulate curiosity and exploration. Open questions ("How") are better then closed questions ("Is it this /that?").

5. **Take adults seriously.** Mobilize the creative energy and existing knowledge of the participants and create space for active interaction in a relaxed and informal atmosphere.

6. **Build bridges for transfer.** Link the issues raised during the event to the working situation of participants and vice versa.

7. **Build trust.** Learning involves change. Transformation means that existing beliefs and ways of thinking are challenged. Creating a safe atmosphere helps participants to challenge their own and each other's ideas themselves.

8. **Mix methods.** A day full of lectures interrupted by some military style energisers is painful for all concerned. Variety is the spice of life, so aim for a mix of inputs, discussions, films, group work, presentations, mind maps, critical incidents, etc. (see chapter 4). This adds to the enjoyment for both the participants and the trainer.

The Golden Rule: 10:60:30!

The experience of trainers and facilitators all over the world has shown that students and participants learn best when you apply the simple golden rule of participatory approaches, known as the 10:60:30 rule. Only 10% of the total time should be used for theoretical input; 60% should be allocated to practice oriented tasks in working groups and the remaining 30% for discussions and summaries in the plenary sessions.

Participants discussing issues during a group session

Maybe you are thinking: "Hey, how can I teach my complete syllabus in only 10% of the total? The students need me as a teacher. I must tell them. I have the knowledge. I must pass on this knowledge!!!"

Yes, you are right. You are the boss, you guide the process. And you have specific/advanced knowledge and skills (otherwise your institute or organization would not have chosen you).

However, your adult learners are not stupid. They have gained broad experience in their own lives. And they are there of their own free will. The "art" of delivering good training is to build a bridge between your message ("input," "topic") and their knowledge and experience.

For example, in an "Asset Management" seminar you can fill an entire morning with detailed theory, PowerPoint slides, handouts and what you consider to be important. You talk, your participants listen. Alternatively you could provide them with a set of meaningful questions and invite them to form small groups to work out solutions to real Asset Management issues drawn from their current projects and responsibilities.

With 60% of the time spent in this way and 30% used to integrate and summarise the results in the subsequent plenary session, you can select the 'how and when' of the 10% for fresh input or questions from your side. Then you will be managing your assets well!

CHAPTER 2:

Fundamental Training Concepts

2 Fundamental Training Concepts

Learning is not a one way-street, going from someone who knows to those who are ignorant. This is a widely-held misconception which hinders the learning process. Rather, learning is a series of iterative cycles of action, reflection and refinement.

Spoken is not yet heard:

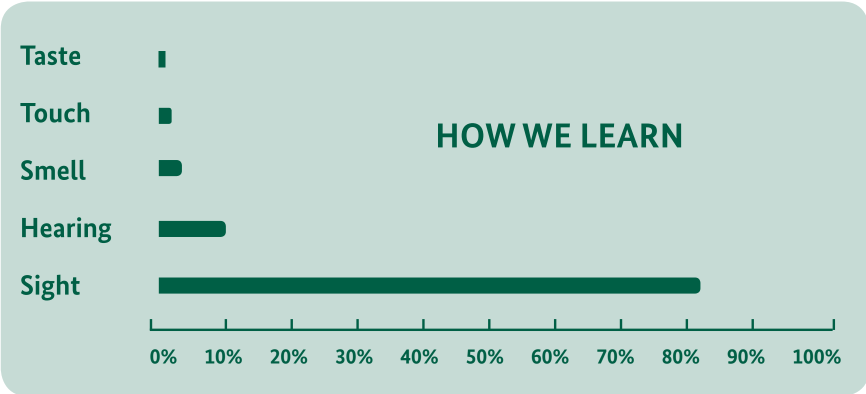
Heard is not yet understood:

Understood is not yet embraced:

Embraced is not yet done:

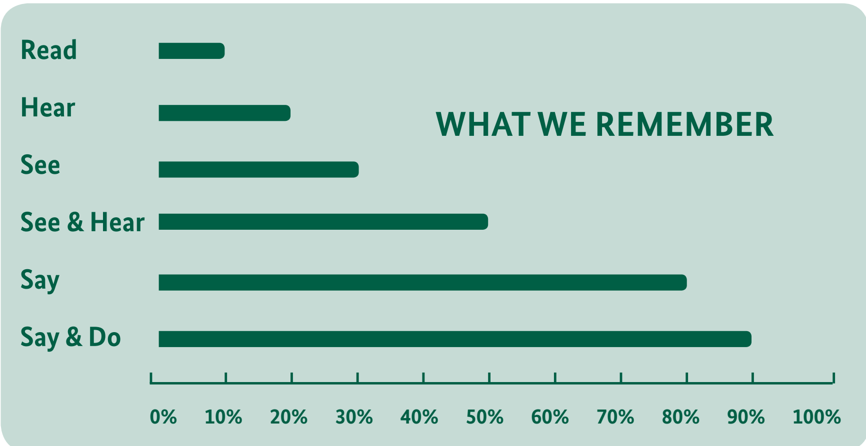
Done is not yet sustained:

Participants in a seminar enjoy not only listening ('breathing in') but being actively involved ('breathing out')



How we Learn

During earlier periods of evolution the human brain learned a lot by tasting, smelling and touching. But these are not the major channels of learning for today's adult. More relevant is what we hear (on the radio, from neighbours, from colleagues and trainers); what we see (on television, on the internet, in newspapers but also when we observe our parents, our neighbours or see what a trainer has visualised). The consequences for today's trainer are obvious: Talk less and visualise as much as possible!



What We Remember

Learning is one aspect, remembering is another:

Of course adults remember parts of texts which they have read. But we remember on average only 10% of text-based information (For example: Do you remember the second line in the newspaper you read last Tuesday?).

People remember what they hear (in particular, when we hear the same thing on more than one occasion – like advertising slogans on the radio). However we remember much more when we see it (thus, an advertisement on the TV is more expensive than on the radio). It is best when we see and hear it!

It is interesting to note that people remember content even better when they say it themselves. *("Oh yes, I remember exactly that I asked you last Monday to give me my money back...!")* We therefore need methods which get participants to speak (and not only to absorb and forget what someone else has said). Finally adults remember best what they both say and do! Thus, a facilitator should find ways to stimulate her participants to deal practically with the topic under discussion. For example, you can read how a smart phone works (user manual). You can listen to a friend telling you, how it works. You can see it yourself, or you can listen to your friend explaining the functions to you. However you will remember the phone functions best if your friend gives it to you and you experience it yourself. Next, if you explain the functions to someone else, the chances are extremely high that you will really remember the newly-acquired information.

Characteristics of adult learners

At the age of approximately 18, a human being has reached the pinnacle of their individual learning process. There is life-long-learning of course, but the learning "freshness" of the brain, which during childhood acquired language, motor skills and everything necessary to survive in this world, changes somehow from "fluid" (and flexible) to more "crystalline" (experience-based knowledge). Older individuals are usually not so good at learning the latest computer programmes but they have seen many rainy seasons and thus gained a lot of "crystalline intelligence." Adult learners are somewhere in between these two extremes.

1. Adult learners are autonomous and self-directed (i.e. they make their own decisions when and what to learn or not)

2. They have accumulated a foundation of life experience and knowledge. They are not starting from zero: relevant information has already been acquired at their workplace, in their families, in their previous education, etc. which can now be combined with the new information you are about to present.

3. They are goal-oriented (if there was no overall goal, they would not be at the seminar).

4. They are relevance-oriented (i.e. they want to know why they are learning the new material).

5. Many ask for practical applications (i.e. they will focus on the aspects of a lesson useful to them in their professional context).

6. Like everybody, they need to be treated with respect.

Types of learners

Whilst there are some general characteristics that apply to all adult learners, each individual is unique – and has her preferred learning approach. The table below outlines the four different types of learners, (i) activists, (ii) reflectors, (iii) theorists and (iv) pragmatists, showing their respective likes and dislikes in the learning environment.

STYLE	LIKES	DISLIKES
Activists	Doing and experiencing. Enjoy games, practical activities, anything that is energetic and involving.	Sitting around for too long; working alone; theorizing; having to listen to others droning on.
Reflectors	Time to think; observe, take it all in first. Love to watch others, need some solitude and above all, time.	Being hurled into activity, having no time to think; crammed timetables, lack of privacy, no time to prepare.
Theorists	Knowing where something fits into overall ideas and concepts, analysis and logic, being stretched, abstract concepts, structure and clarity.	Frivolity, mindless fun, wasting time, not being able to question and express scepticism, lack of proper agenda, timetable and structure.
Pragmatists	Practical problem solving, relevance to the real world; learning to answer the question "How can I apply this?"	Anything airy-fairy or theoretical, learning that makes too many references to the past or future and avoids drawing attention to NOW.

Source: Rogers (2001:24)

Think about what type of learner you are. Don't be surprised if you find you are a mix of each with only a slight preference for a particular style. Not everyone will fit neatly into a box! As trainers we sometimes tend to plan our training sessions in a way that reflects our own learning style. This may not always be appropriate. Keep in mind the different learning styles of your clients when planning.

The learning atmosphere

Remember we are always dealing with people. Sometimes even adults may enter a training course with trepidation or anxiety. It is your job to create an atmosphere in which everybody feels welcome, relaxed, accepted and respected. Start out by sharing some information about yourself and invite your participants to do the same. This should also address the expectations each participant has of the training activity at hand.

Depending on the time available, this can be done in the plenary group, in group work or even during the breaks in pair work, with feedback to the plenary- or smaller groups later on. This 'breaking the ice' is a key aspect of creating an environment that is conducive to learning.

Getting clarity and agreement on basic ground rules (allowing people to speak without interruption, punctuality, etc.) is also essential at the outset.

Clear, feasible and relevant learning objectives help to give the participants a clear overview of how the training will unfold and help them to see how the training may help them in their daily work tasks. Techniques such as small group work help to bring voices and ideas to the forefront without singling out individuals – particularly those who might be shy to voice their opinions. By making sure that your training is well planned,

with activities sequenced from very easy to most difficult – you will help your learners feel confident in each session as the training progresses. Finally, 'variety being the spice of life' you can accommodate different learning styles by using a mixed bag of activities, techniques and methodologies. These will be explored in more depth later in this handbook.

Moderator, Facilitator, Trainer, Lecturer & Teacher

Let us take a moment to clarify some terms which are often confused when we discuss education and training. The sequence which follows reflects the continuum from interactive, experimental to 'head-on, chalk & talk' approaches: Moderator, Facilitator, Trainer, Lecturer & Teacher.

What they all have in common is the potential not only to be a role model for participant learners and corresponding responsibilities, but also the opportunity to shape human progress and change the nature of the profession they have chosen.

Although all are concerned with the transfer of knowledge, there are fundamental differences between each end of this continuum (i.e. 'Trainer vs. Teacher').

Comparative Graphic

Trainer vs. Teacher (With respect to Setting, Number of participants, Goal, Curriculum, etc.)

TRAINER		TEACHER
Seminar-room, additional space for small group work, flexible arrangement of chairs, tables	**Setting**	School class with blackboard, mostly static
Given by organiser, modified by participants	**Goal**	Given by an educational institution, shaped by the teacher

Program-flow agreed in the beginning by participants	**Curriculum**	Standardised syllabus
Days, months	**Timeframe**	Months, years
Low power distance, initial authority to guide the process	**Power & Hierarchy**	High power distance; central, overall authority
Participative techniques applied	**Methods**	Lecturing dominates
10:60:30	**Approach**	“chalk & talk”
Intensive preparation required by different methods & media	**Preparation**	Repetitive preparation
Everyone knows something	**Teaching philosophy**	Teacher has knowledge which the student has to acquire
Facilitation, summarizing, visualizing, dramaturgy, making people participate	**Skills**	Knowing the topic & making children learn
Feedback	**Evaluation**	School marks reflecting achievement

This handbook is primarily addressed to those professionals engaged in adult education, i.e. those at the Moderator/Facilitator/Trainer end of the continuum.

Good moderation, a skilful craft as well as a creative art, is the key to successful training or meetings. Specific skills and qualities are required to succeed in this role. These include:

- **INTERACTION COMPETENCE:** making sure that work results are focused; the ability to initiate effective and problem solving communication.
- **VISUALIZATION COMPETENCE:** being able to convey and summarise the topics developed and the results achieved in a way that supports general understanding.
- **PARTICIPATION COMPETENCE:** using a cumulative learning process whereby all individuals can make a contribution in order to tap the full potential of a group.
- **DRAMATURGIC COMPETENCE:** arranging the sessions alternating between suspense and thrills, group and plenary sessions, the utilization of experience and cognition.

Didactic principles

There are at least seven didactic principles to which most training providers subscribe to today (cp. Krewer & Merkle, 2011):

1. **Ownership and self-organisation/self-control**
   The responsibility for the learning progression of an adult lies not with the trainer, lecturer, or the training institution, but with the individual learner herself. Ownership requires transparency and the development of individual goals for the learning process.

2. **Learning guidance**
   Reflecting on one's competence profile requires the assistance of experienced trainers, facilitators or coaches who can help in designing the learning environment, speed, contents, etc.

3. **Diversity of perspectives**
   For learning we need a comparison with other (world) views. Experiencing difference, changing perspectives, embracing new perceptions and even paradigms; all of these contribute to the learning process.

4. **Mind sets as a core issue**
   It is not only about skills, but the underlying attitudes. Soft skills are often as important as, or even more important than, knowledge and facts: knowing one's own strengths and weaknesses is an important starting point for developing new competencies.

5. **Room to experience and experiment**
   Real competencies cannot be simply taught in A-B-C fashion. They develop over time and with experience; space must therefore be created where this can happen and be reflected.

6. **Reflection**
   Complex developments require a critical consideration of impacts, progress and regression. Learning requires us to sometimes stop, reframe and reflect before we collate and move on.

7. **Learning as co-construction**
   When people engage in real dialogue, exchange, joint search and deeper discussion, they build something new together. As described in the following chapter (the participatory approach), communication and interaction may lead to co-creations which usually turn out to be better than individual output.

CHAPTER 3:

The Participatory Approach

3 The Participatory Approach

Participation

To “participate” means to join in, to take part, to involve oneself. “Participation” in social and educational science is an umbrella term. It has often to do with involving people in projects, policy reviews or ideas to encourage decision-making and self-empowerment. In governmental terms, participation is related to the involvement of each citizen in the democratic process.

A participative approach for group events aims at motivating the group members to play an active role in the learning process. Active participants get more enjoyment out of the training. They learn more and, for them, the outcome is much more sustainable. There are at least six principles to consider with respect to participatory group work:

1. **Self-Regulation** (rather than the demand for discipline)
2. **Participation & Cooperation** (instead of mere consumption)
3. **Challenge Orientation** (rather than run-of-the-mill solutions)
4. **Dynamic Visualization** (as an alternative to static visualization)
5. **Facilitation** (rather than top-down teaching)
6. **Continuous Evaluation** (as opposed to unreflected activism)

A powerful tool for participation is "dynamic visualization." Everybody can write ideas on cards, which are pinned and clustered on a pin-board.

Training components are not designed to make the trainer happy. It's about the participants. The first step is to engage their attention; this is followed by stimulating interaction within the group. Ideally, a trainer provides a setting, atmosphere and learning process which lead the participants to establish small working groups, discuss with each other, interact, evaluate, improve and finally, try out solutions. Then they come back to the larger group, where they re-evaluate. Reflection on the results can help participants integrate the new information gained from the group work and leads to ownership of the knowledge generated. This process is not only effective for the training context but can be applied to any democratic decision-making process.

Fundamentally, the participatory approach is much more than just a "technique." People who believe in enabling participants become active and responsible, take them more seriously and help them to find sustainable solutions. Thus, participatory trainers, subscribe to humanistic values and democratic ideas. Encouraging participants to express themselves in a structured way (for example, using dynamic visualization techniques) and to elucidate what they mean and/or want often helps to overcome centralistic ideas where only the one in power decides "what is best for all." In a totalitarian state, children (in schools) and adults (in public) are not encouraged to think critically. With participatory methods it is possible to initiate efficient and effective bottom-up processes. When people get the chance for real participation, they are ready to take real responsibility.

Experience has shown that participatory approaches can unify even the most heterogeneous groups; men and women, old and young, as well as participants from different regions or countries. If participation reaches "the heart and the head," people are able to decentralise – i.e. to include those on the fringes in the broader framework.

Do you remember your professional qualification after you left high school? If, at university, you are treated like a machine which needs input in order to produce output, well then it is likely that later, on the job, you will only produce mechanical solutions. If during your training you experience that real participation is enjoyable and leads to better outcomes, there is a good chance that you will transfer this experience to your workplace. If you subsequently manage finances, plan budgets, communicate with various stakeholders, you will encourage your colleagues, peers, etc. to participate in such processes. Some training tools, particularly planning techniques with dynamic visualization can also be applied in the office and in facilitating strategic or operational meetings and initiatives.

An example provided by a local finance management trainer from Angoche (Mozambique) describes a spontaneous shift from traditional teaching to a more facilitative participatory approach.

One of my first experiences facilitating a workshop on Local Finance Management was in Angoche, Mozambique; I was dealing with senior managers on finance issues. I considered myself an expert on Mozambique Local Finance Law. I thought that I could give the participants a lot of information. My first mistake was that I assumed that they didn't know anything. As the training began, I realised that in fact, they knew everything there is to know about Mozambican Local Finance Law.

Think, quick …falling leaves.[1]

So, my first exercise in the training room was to use the falling leaves method to gather all the existing knowledge on local finance management in the room. I was surprised – there were so many Laws on Local Finance Management that even I didn't know! So what now? Well, using the knowledge and experience of the participants, I asked them which aspects of local finance law were incomprehensible or difficult to understand or explain to others. I asked for feedback from other participants. And well, together we seemed to find answers to the difficult questions. This was ironic, since many participants came to the workshop expecting to have their questions answered by the facilitator.

So what is the lesson here? Adults come with experience and knowledge. Sometimes trainers are worried about books, laws and histories but in actual fact, with the experience and questions posed by adults, we can co-create a learning path. Trainers are the facilitators who make this learning path interesting, collaborative, effective and meaningful.

[1] See chapter 7 for more details on the falling leaves method to collect ideas.

Participants sharing information & experience

Nobody knows everything; everybody knows something

The Inhambane people in Mozambique say *"A mapimu a ma yendzlelani"*: Ideas do not travel from mind to mind – i.e., they cannot be downloaded as from a USB stick but must be actively shared. People have ideas. One person may have more ideas than others. In fact, the world is full of ideas. Since they don't simply travel "from mind to mind," this process may have to be facilitated.

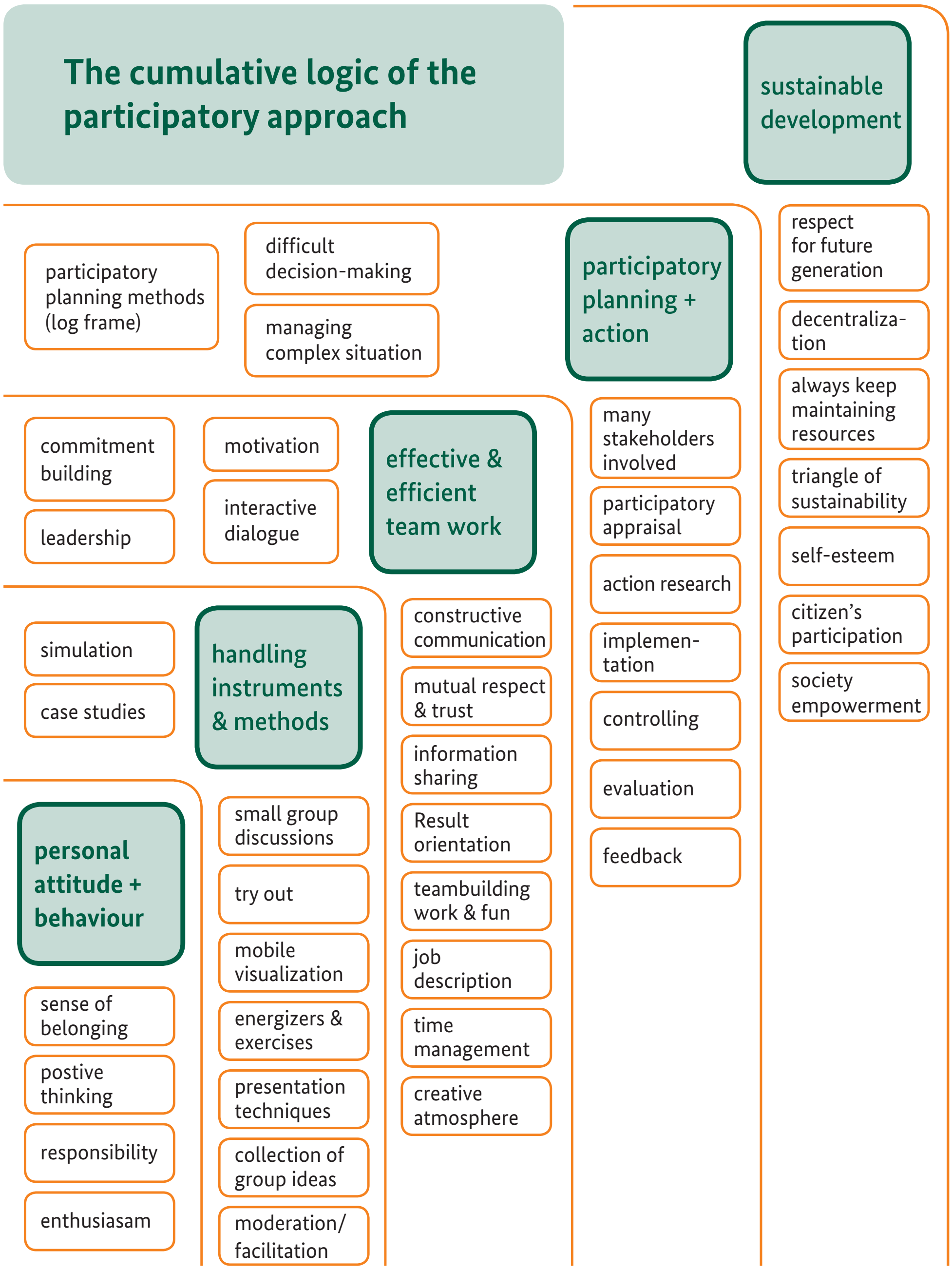
A good trainer is a facilitator on a joint learning journey. The job is not primarily to impart facts to the audience but rather to make people's ideas visible and comprehensible. You may ask the plenary group to work first in smaller subgroups and to present their results – and you may be surprised to find that the small groups come up with smart answers and solutions themselves; you don't have to "teach" them. Of course, you may supplement their ideas with specific additional information, as appropriate, such as new regulations and finally provide a hand-out with a summary of your topic. But the art of facilitation is to involve everybody, to identify and enable the sharing of the knowledge in the room. Participation is not always easy to achieve – however the results of participatory processes are better in quality and more sustainable when applied in the field.

Tips & Tricks

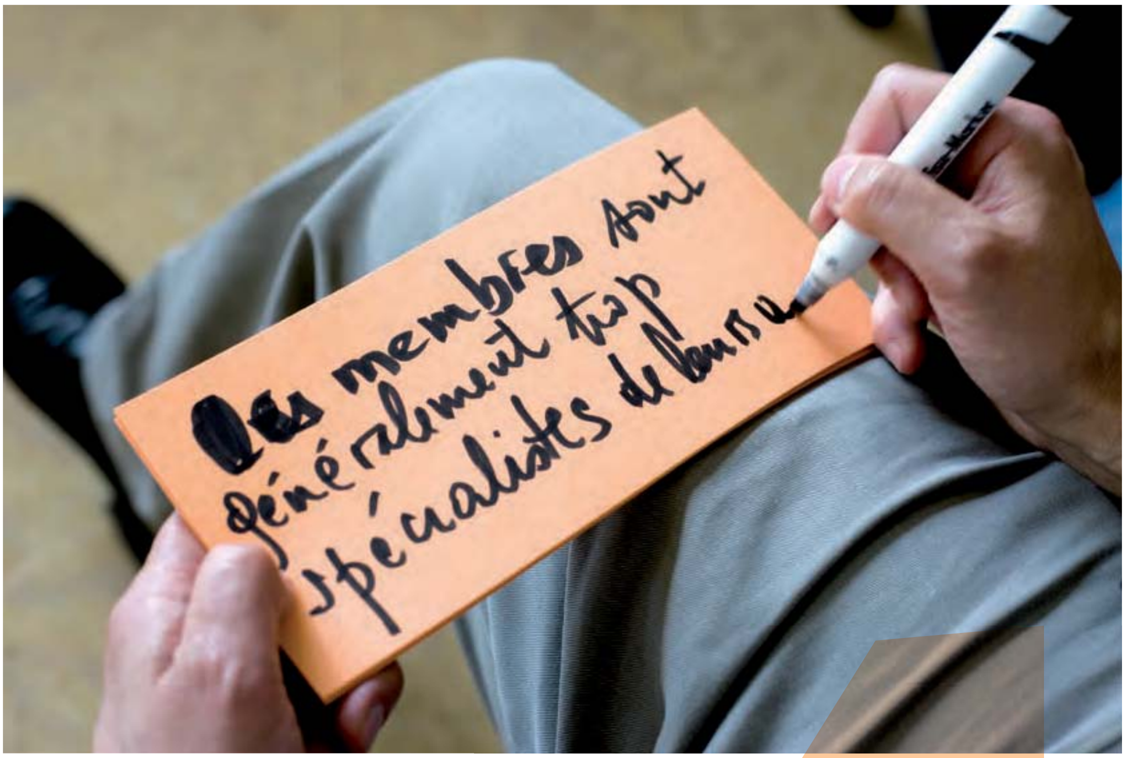
The dynamics of a seminar are influenced by a variety of factors which can partly be shaped by the trainer, such as the setting, the preparation, and the overall atmosphere. However, some factors are beyond the control of the trainer – for example, the personalities and motivations of the participants. It is important to develop a set of skills necessary to facilitate participatory group events which include the following:

- Getting participant's perspectives about which topics to cover.
- Identifying and explaining goals and course objectives at the outset of the course.
- Allowing the participants to assume responsibility for presentations and group leadership.

- Guiding participants to their own knowledge rather than supplying them with facts.
- Reserving enough time (at least 20 minutes per group) for presenting substantial working group results in the plenary sessions.
- Asking questions that stimulate curiosity and exploration which motivate the participants. Use only carefully chosen questions for group work (if possible, pre-test them before presenting them to the participants). Visualise them and explain them thoroughly to the participants.
- Finding the right metaphors, words and idioms to summarise a discussion.
- Assisting the participants in finding consensus and introducing guidelines for participatory approaches.
- Not directly answering questions on subject matter and methodology. Pass it to the plenary group or maybe to a resource person first.
- Always asking for the approval of the participants before changing a predetermined modus operandi.
- Determining precise and sufficient time lines for group work and other activities and especially for breaks which are necessary for refreshing one’s mind.
- Providing the ‘red thread’ in the learning process by visualizing the programme.
- Keeping eye contact with the audience, even when writing on a flipchart.



Source: Krappitz, 2009



CHAPTER 4:

Working With Dynamic Visualization

4 Working With Dynamic Visualization

Visualization is a means of making topics easier to grasp. As we saw in the first chapter, adults learn best when seeing, hearing and doing are combined. A teacher writing “A-B-C” on a blackboard is already using the visualization technique (in contrast to using only the audio-channel, saying “a-b-c”). A university lecturer using PowerPoint also visualises, this time using an LCD projector. This enables participants to see and hear. But is it the most effective way to enable learning? In both cases described, the visualization is static – i.e. the teacher/lecturer has the authority to write (or project – since she is the only one who has a computer or the piece of chalk), she defines what is right and what is wrong; only she imparts the information. She is the knower, they are the listeners (although they may be allowed to ask questions or discuss) – similar to the role of the teacher in junior school.

In comparison, dynamic visualization utilises techniques which encourage the participants to express their ideas about the subject matter at hand. It allows participants to act and express themselves verbally – and therefore can be a more effective method of learning. In addition, the application of dynamic visualization shifts the position of the ‘knower’ and the ‘listeners.’ A good moderator balances the power, respects the contribution of adults and sees herself as a servant to the group. She may invite everybody to write ideas on cards and then all cards are collected & displayed. Or some statements are written on a flipchart whereupon everybody is invited to indicate by means of a coloured adhesive dot, their concurrence or otherwise.

For dynamic visualization, special visualization tools and equipment are needed. An individual trainer or the training institu-

tion may purchase such professional visualization aids as one can purchase chalk, blackboards or LCD projectors.

Working with flipcharts & pin-boards

Moderators all over the world use paper in different colours and sizes although there are also various alternatives to paper (for example drawing in the sand in participatory rural approaches). The most common standard formats include flipcharts, pin-boards (soft boards) and coloured cards of various sizes.

Transportable pin-boards and coloured cards have enormous advantages: First of all, they grant you real flexibility. Ask your participants a relevant question: “How can the performance of the government, university, enterprise, institution or individual be improved?” Or something simpler: “How should we spend our afternoon breaks?" Ask the participants to write one idea per card (see the writing rules in the next section) and out of a group of ten participants, you will get maybe 20-40 answers. The answers can be clustered (group indoor activities in one cluster, group outdoor activities in the next, individual activities in the third, etc). The cards can be moved from one cluster to another (in line with the discussion. The ideas to improve performance may be clustered around several criteria, usually between 5 and 10 in number. The results achieved in this way by each sub-group can be easily transferred from the working group venue to the plenary conference room and back again.

If, for whatever reason, the anonymity of the participants who provided the suggestion is important, you can first collect all the ideas on cards, re-write them in your own hand-writing and present them in random order, asking for the group's help to cluster them.

At the end of a session, the cards may be glued to underlying brown paper, which is pinned to the board. Such brown paper with glued cards becomes then a single deliverable (i.e. the workshop objectives or participant's expectations) and can be displayed on the wall or on extra flipcharts for further reference and as a source of documentation of the progress and final results of the training sessions (simply photograph and include in final documentation package). They can also be used to present the workshop outcomes to the executive sponsors of the event, etc.

In addition to pin-boards, flipcharts may be used to spontaneously visualise ideas, concepts or organisations (workflow, escalation paths, etc.). Don't hesitate to invite your participants to share their ideas in this way. A further advantage of this tool is that you can lay out ideas or instructions in advance of the session and simply 'flip the page' at the appropriate moment (especially useful if you are in a time crunch!).

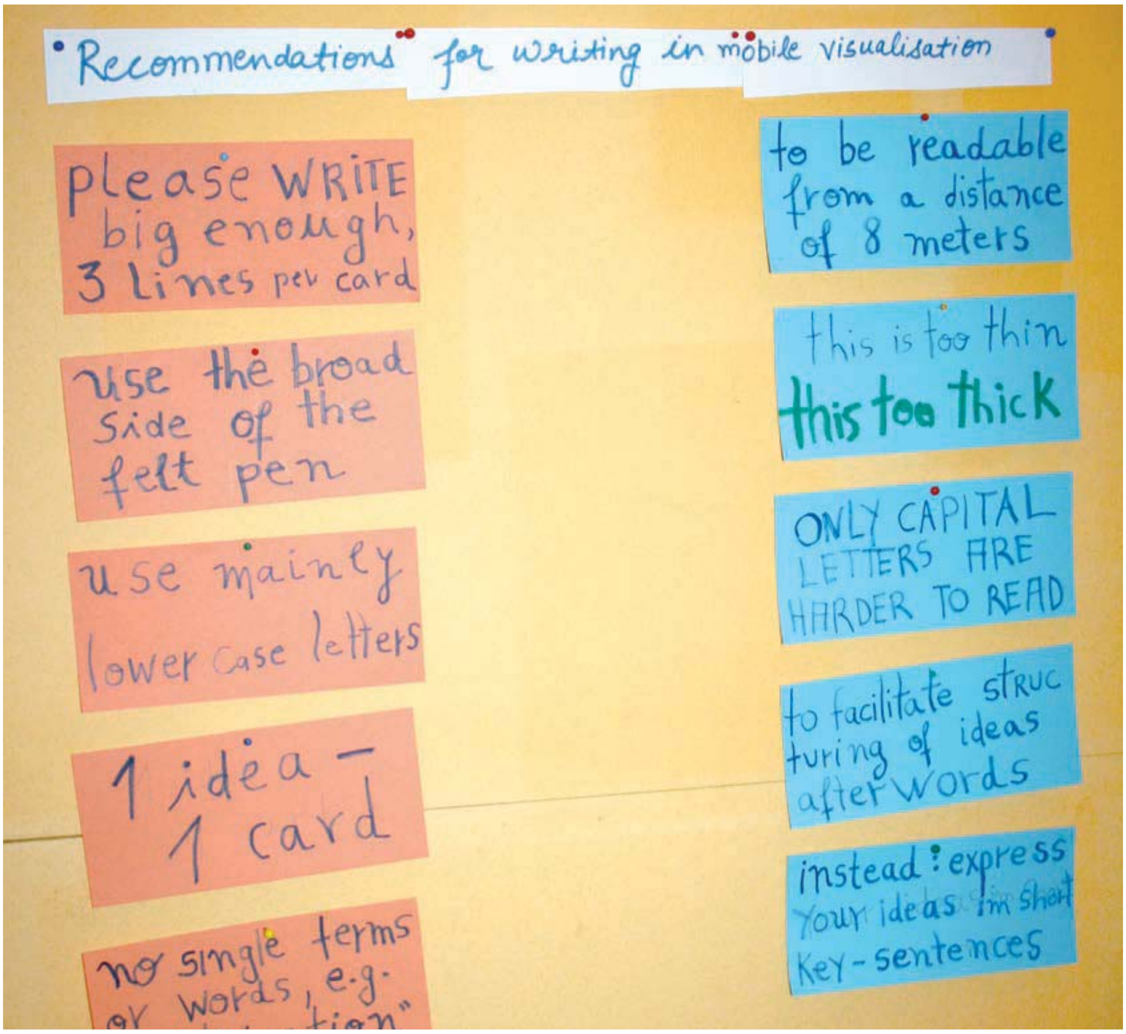
How to Use Visual Aids Effectively

A Good Example:

- Attracts attention by stimulating the eye
- Connects something already familiar to the audience, but they may see it in a new context
- Illustrates complex issues or processes in a simple fashion
- Stimulates mental associations and images that are related to text and topic
- Is harmoniously composed (matching colours, spacing, etc.)
- Provides reinforcement of written and verbal information
- Uses key phrases in large fonts supported by bullets, boxes or other 'eye-catchers'
- Establishes clearly-defined relationships between visualization and text
- Stimulates dialogue

A Poor Example:

- Causes confusion, e.g. because of information overload
- Looks 'strange' and irrelevant at first glance, but is not explained further
- Does not open up additional perspectives
- Uses arbitrary images not related to the text (e.g., commercial clipart or Power Point symbols)
- Includes conflicting images or colours and/or irritating layout
- Employs 'arbitrary', i.e. unconnected, distribution of images and text



Prepare the writing rules on cards in advance

Writing Rules

In order to ensure that participants use the coloured cards in the best possible way, it is advisable to introduce some general writing rules early on. They are simple – but if not followed, the method can backfire. Simply prepare the writing rules on cards, so that you can explain them, while demonstrating their application. You subsequently have them on display in the room and can refer to them, as necessary.

1. **Write Big Enough (e.g. three lines max. per 20x10 card)**
   An advantage of dynamic visualization is that all participants can relate to the visualised topics. However, if you use a thin ball point pen and fill 10 lines on the card, it cannot be read from a distance.

2. **Use Good Markers**
   Good markers allow different widths of lines to be drawn. Write as clearly as possible so that others can read the ideas and contributions.

3. **Use Capital and Small Letters**
   Using only CAPITAL LETTERS is less easy to read.

4. **Only One Idea Per Card**
   When you discover that participants have actually written two ideas on one card, simply give them two new blank cards and ask to write two separate cards; if the ideas are later to be clustered, it is important to have them both available separately.

5. **Do Not Write A Single, Abstract Word**
   If you have only a single word on a card (i.e. “money”, “gender”) it is often unclear what the author of the card means. Encourage participants to write a meaningful statement in three lines (e.g. “more money needed for farmer groups” or “Women must get access to information”).

The Toolbox

Aside from your pin-board and flipcharts you will need a set of visualization tools, for working with dynamic visualization. These are often provided as a convenient complete set in a so-called 'Facilitator's Tool case' (Zopbox). Its contents usually include:

Flipchart markers in different sizes and colours

Check beforehand that they are complete and that they all work. Have at minimum one set of black markers ready, with at least as many markers as participants expected.

Papers in different shapes

Oval shapes are particularly convenient for clustering. Big, long shapes (or even clouds) are good for headlines. Small round shapes are good for adding numbers; big round shapes are good for final labels for clustered group headings. Rectangular shapes are most frequently used.

Glue sticks & sticky tape

If you want to keep the visualised results, you can glue them to flipchart paper in order to free up the pin-board for further use. Different type of sticky tape is useful to fix paper on walls, make improvised name tags, etc.

Cutter, scissors & pins

You can make your own additional shapes using the standard cards and a pair of scissors. Pins can be best kept on a pin-cushion. Always ensure before a session that the toolbox is complete, markers are moist and that there are enough pins.

Content matter-specific visualization aids

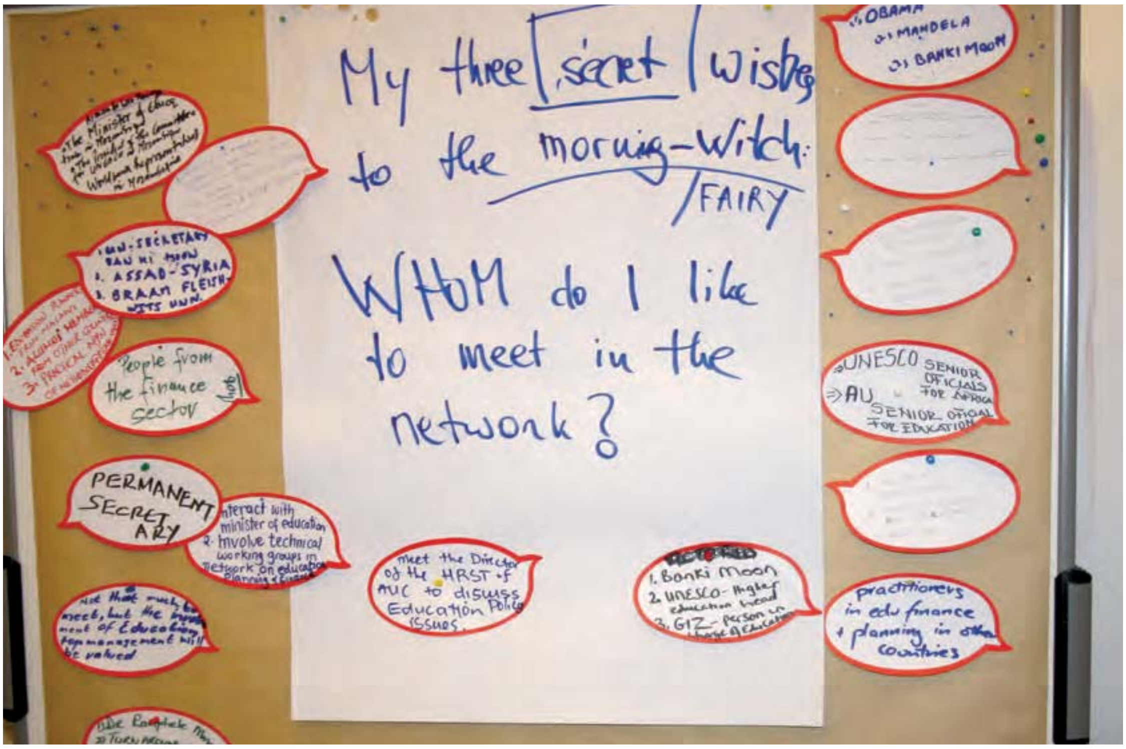
Depending on your topic, you may use a specific, prepared visualization aid. If dealing with, for example, finance issues, you may print some oversized Dollar notes or any other currency symbols as an eye-catcher. These can be pinned on the boards, as needed. Charts or visualization elements which are frequently used in multiple sessions can be laminated. As such they can be re-used and they look more professional.

A Facilitator's Tool case

How best to Gather Ideas from a Group

As the moderator you can gather ideas from a group in a variety of ways. One of the most common and fruitful is known as “brainstorming” (see chapter 5), in which a trainer invites participants to throw in whatever ideas arise with respect to a given topic. A similar method, using the tools of dynamic visualization is known as “brain writing.”

Again, the principal idea is that, at first ALL ideas are welcome and nothing is filtered out. Only in the second round are the ideas processed.



Brain writing is an effective way of collecting and structuring ideas

Here is some general advice for the brain writing process:

- Before handing out the cards read the visualised question aloud and make sure that everybody understands it. Repeat, if necessary, once everybody has received the writing materials. Avoid distributing materials as the objective of the exercise is being explained (distraction).

- Hand each participant or group the same number of cards. Limit the number of cards if necessary because of time or space constraints.

- Ask the participants to write only one idea per card.

- After collecting the cards shuffle them to preserve anonymity, if appropriate.

- Before pinning the cards randomly to the board read them out loud while showing them to the participants. Keep in mind that a standard board provides space for about 30 cards.

- Now ask the participants which structure to use for clustering the cards. If cards belong to more than one cluster they should be replicated. Draw a line like a cloud around each cluster of cards. This constitutes a 'map' or 'signpost' of the group's opinion.

- After pinning and clustering all the cards to the board invite the participants to formulate headings for each cluster and put the 'clouds' in a sequential, chronological or priority order.

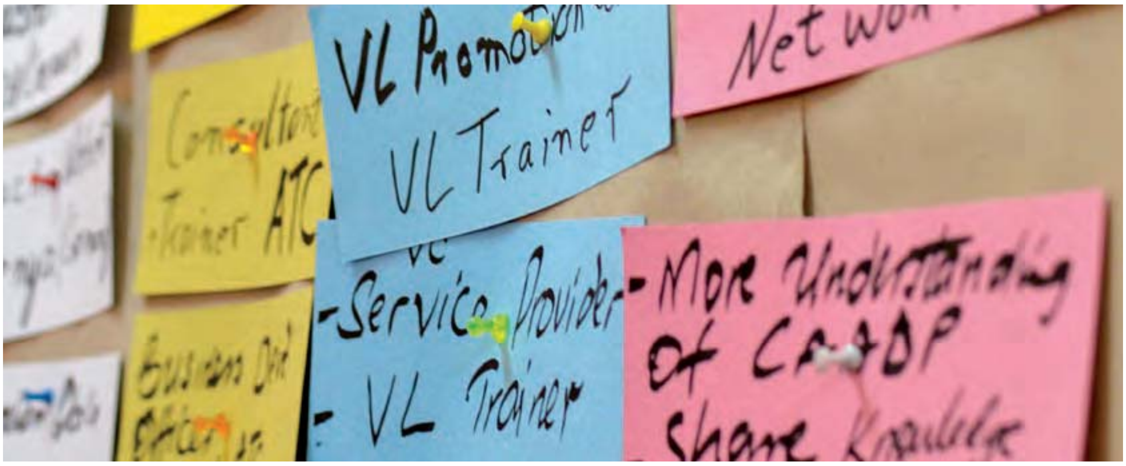
- Ask the participants to consider whether there is anything missing.

- Now it is time to finally discuss and analyse the conclusions and to add further cards if necessary.

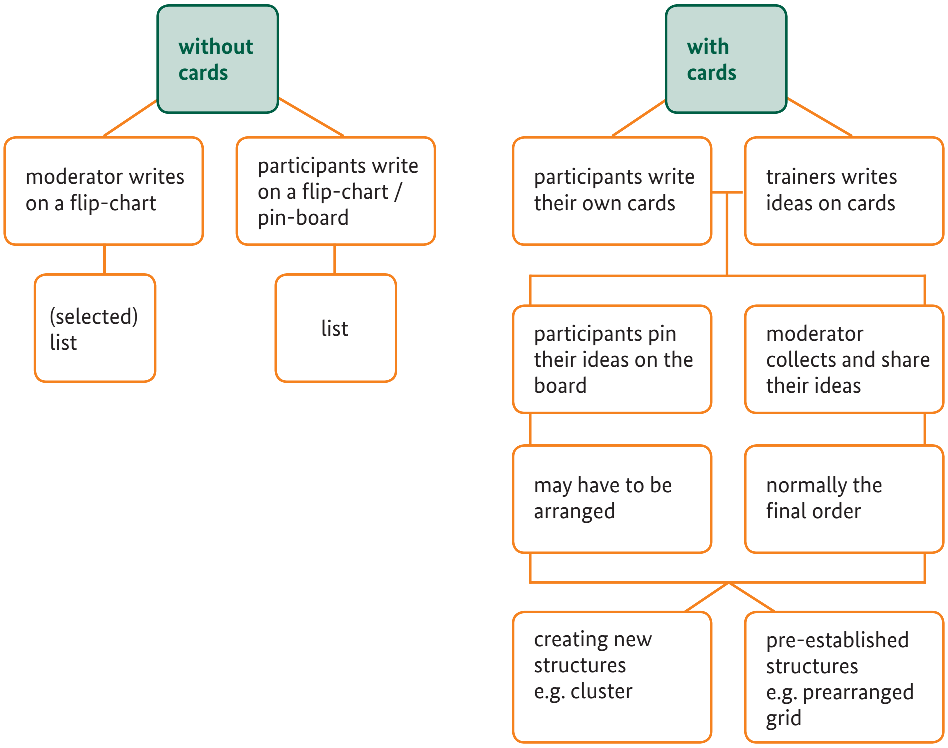
- Don't forget to attach a number code in the lower right corner of each poster. For documentation purposes or a photo report it might be useful to indicate the date and the number of the session during the day instead of simply a consecutive number.

This method of capturing and structuring ideas on cards has proven to be very successful. However, many other ways of gathering ideas may also be used. The clustering of the answers is ideally not driven by the facilitator, but by the participants. When they agree how to structure their results, they will be more committed to the outcome. The facilitator may ask during the process *"Shall we put this card here? Or here?"* But she should never pass judgment *("'What a stupid card!")*, take up a position *("I think it is wrong here …")* or delete cards (even double cards can better be stuck above each other instead of throwing them away, which is disrespectful to the participants). Finally, use colour- and shape-coding to give each cluster a distinct look and feel.

The gathering of ideas on cards can be performed as a group task: instead of many cards by many individuals, small groups come up with a limited number of suggestions (which is particularly efficient, when the plenary group is large)



Different ways of gathering ideas from a group



Source: Krappitz, 2009

Remember: Dynamic visualization is more than using coloured cards and pin-boards. As mentioned before, you may include a wide variety of visualization aids in your trainer tool kit. Form follows function: the choice of materials you use should be determined by your objectives and the context of the training session(s).

CHAPTER 5:

The Effective Learning Environment

5 The Effective Learning Environment

Classrooms, seminars. lectures or training sessions – wherever people come together in order to learn, the group event will include some social challenges, simply because we are human. People fall in love, quarrel with each other, fall asleep, are afraid to lose face, etc. It is the facilitator's job to be aware of such 'background' processes and manage the dynamics as they arise. This chapter introduces some tools and techniques for actively shaping the 'how' of what is going on.

People want to see and want to be seen. On the first day of a seminar, one hour for participants to get to know each other is time well invested. If a group plans to work together over a longer period, some teambuilding exercises at the beginning will help establish a positive atmosphere of familiarity, trust and a sense of security and confidence; all critical prerequisites for effect learning.

The Bemba People in Zambia say: *"Umunwe umo tautola nda"* – one finger cannot pick lice. In other words, teams are much more effective than the sum of their parts. However, team-building exercises, warm-ups (otherwise known as icebreakers) and energisers are not all the same! As a trainer you have to distinguish between these three kinds of activities and handle them like a good cook utilises different spices: In the right quantity and at the right moment they make your seminar more enjoyable. Too many such exercises, or poorly prepared and performed, may backfire.

You may have encountered lecturers who teach in an extremely boring manner and then try to wake the students up by means of a military, drill-like "energiser" with the result that the

participants feel treated like children as the “chief” attempts to regain authority. This is contradictory to the participatory approach, where students do not usually fall asleep because they are actively involved in the proceedings. In such a setting icebreakers, energisers and teambuilding exercises are applied in response to the learner’s needs.

Icebreakers are needed when people are still “frozen,”, i.e. inhibited in their communication. They are often used for groups where the people don’t know each other that well or, may even have met for the first time. Icebreakers help to remove the initial barrier of shyness that people may experience during a first encounter. Energisers are needed as a source of refreshment after long periods of concentration, usually while seated for hours in an unchanged position. By promoting blood circulation through movement and stretching and briefly focusing on something completely different, the thinking faculties are given a break and are refreshed. Energisers and icebreakers can be a lot of fun. Teambuilding exercises, however, go deeper and challenge people to find ways of working together in order to achieve the best possible results.

There are many ways to break the ice or raise the energy level in a group. You may sing, dance or do some of the following funny activities.

Icebreakers

Icebreakers are often used as a 'getting-to-know exercise.' When choosing from the selection below, bear in mind the time available to you and the specific needs and tastes of the group at hand.

Fact or fiction?

Get participants to write on a piece of paper three things about themselves which are not known to the group. Two are true and one is not. Taking turns each person reads out the three pieces of information. The group then votes on which one is untrue. There are often surprises and everyone learns more about each of the other participants. This works well when the members of the group know each other but do not work together on a day-to-day basis. This is good for smaller groups (in large groups it would take too much time). Keep up a suitable pace by moderating the voting as speedily as possible!

The question web

You will need a ball of string or preferably thick wool for this ice-breaker and a set of 20 questions. Ask the participants to stand in a circle. Hold one end of the string and throw the ball to someone in the group. That person has to answer the question. After answering, holding the string, she then throws the ball of wool to another member of the group. They then answer the next question. Continue until everyone has had a turn. Eventually this will create a web of interesting information – and it will be one of a kind! You can use any questions that you like. (Some sample questions could include: If you had a time machine that would work only once what point in future or history would you visit and why?; If you could go anywhere in the world, where would you go and why?; If your house were burning down, what three objects would your save and why? If you could talk to someone now living, who would it be and why?; If you had last week over again, what would you do differently? And so on.)

Finding out
Each person is given an instruction on a card. They then have to speak to different people in the room as per their instruction card. Some suggestions to include on the instruction card could be: Find out who has made the longest journey to get to the training event? Who has the most unusual hobby? Find out who has the biggest feet/largest family, etc.

Human knot
Have everybody stand in a circle. Get them to put their hands in and grab hold of other people's hands. The aim is to unravel the human knot. It is difficult to be shy with others once you have been holding hands! Be aware that this ice-breaker doesn't provide any further information about others, so it is perhaps best suited to teams that already know each other relatively well!

Energisers

Fruit salad

The participants are seated on chairs in a large circle. There is one chair less than the total number of participants so one person (perhaps yourself) is left standing. This person stands alone in the middle, while everybody else is sitting on a chair. The trainer has provided everybody with a pre-prepared note on which is written the fruit the participant represents ("banana", "pineapple", "coconut"...). The player in the middle shouts out the name of one fruit (for example "banana!!!!") and all the bananas have to exchange places with other bananas. At this moment the shouter can occupy one of the free chairs during the exchange-chaos. Now another person is left over. She may shout "coconut!!!" in order to find a new place for herself, while people change places. Or she can even shout "Fruit salad!" whereupon everybody has to exchange places – but there is always one left over who then shouts out the next fruit.

Do you love me?

"Do you love me?" is similar to Fruit Salad. Again, everybody sits on chairs in a circle. One person has no chair and thus will stand in front of another participant asking her "Do you love me?" People will giggle, and now the answer must have a certain structure: "No, but..." A description of what kind of people are loved follows. For example: "No, but everybody who is wearing glasses."

On hearing this, everybody wearing glasses must exchange their chairs and the lonely lover can occupy one of the free chairs during the exchange-chaos. Another person is left over. Asking someone else "Do you love me?" And he or she will answer: "No. But everybody born in August." Or: "No, but everybody wearing a T-shirt." And so on.

Bring me something blue

A similar logic is applied in energisers where competing groups are challenged to find, as fast as possible, an object determined by the trainer. "Bring me something blue!" One point for the fastest group delivering anything blue to the master of ceremonies-. Bring me a credit card, a signature from the receptionist or (for outdoor energisers) a stone, a white flower, etc.

Clapping on the ground

A different category of energisers includes those which make everybody physically imitate somebody or do something strange at the same time. For example, you may ask people to kneel down and put their hands on the ground in front of them. Now instruct "First, please put your left hand, exactly to the left side of your left neighbour's right hand." When this is done, give the following instruction: "Now put your right hand exactly to the right of your right neighbour's left hand." If done correctly, there will now be a circle of hands on the ground, in which everybody has between her own two hands, two other hands (from the neighbours on the left and right). Now the real fun (and concentration) starts, when you instruct: “Now we are going to go around the circle, clapping on the ground in sequence. Each hand, one clap. After one hand claps, the neighbour has to clap. As fast as possible!”. Chaos! (You can even introduce double-clapping once the group has mastered the coordination necessary for the single claps).

Sitting on laps in a circle

This exercise is only recommended for groups where you do not anticipate any gender-related inhibitions. It is always best to check with the group beforehand. Invite the group to form a circle, standing closely next to each other. Ask them to turn around, so that each has one person behind and one in front. First, you invite them to give the person in front a shoulder massage for a few seconds – very relaxing, while each receives a massage from the person behind. Before beginning it is important for each participant to ask and receive permission of the person in front before touching them (‘is it ok if I touch you’?) Next, invite the participants to make the circle smaller and smaller by moving towards its centre. So, the person in front is even closer, as is the person behind, all through the circle. Now ask them slowly, slowly to start sitting down on the lap of the person behind. It works! If everybody trusts each other, you will get a stable ring of people sitting on each other’s laps. But chaos and a domino-effect will break out, if the circle collapses at a weak point.

Bottle bowling

You need nine empty plastic bottles. Give them some funny labels preferably related to the contents of your seminar (i.e. in a computer seminar you may write labels with “Excel”, ”Word”, “Adobe”, “YouTube” etc. on them). These bottles will serve as your bowling pins. Now take flipchart paper and sticky tape and form it into a ball (or take a real soft ball). Form two groups and let them bowl, and see who gets the most points.

The blinking murderer

The participants stand in a circle facing inwards. The facilitator has prepared a little information for everybody written on game-cards. One card is the "murderer"card and a second one the "detective"card. The rest of the cards are empty or contain meaningless information. Once the cards have been distributed, the detective goes into the middle of the circle and has the task of identifying the 'murderer' as fast as possible. The 'murderer' does not reveal her identity but she begins her mission by blinking her eyes. She looks directly at people in the circle and blinks. If someone clearly recognises that the killer is blinking at her, it's already too late; she must fall to the ground. Slowly each person in the circle will be 'softly killed.' The more alert the 'detective', the faster the 'murderer' is identified and arrested. Then the game can be restarted by dealing the cards again.

"Now we touch our nose!"

In this kind of energiser exercise the full concentration of the audience is required. The trainer gives a command which everybody has to follow. For example: "Now we touch our nose" or "now we put our left leg over the right..." Not difficult so far, but, while speaking, she is demonstrating something different with her own body (for example, touching her ear, while she commands everybody to touch their noses). People will be irritated for a second. But what counts is the spoken command. Participants need to be briefed accordingly.

Prime numbers

In a similar manner, high levels of concentration are required for counting games. The easiest is to request everybody to count but establish some arithmetic rules: When a number can be divided by 7, don't say '7' or '14', but instead say 'Blubb'... and/or if it is a prime number (1,2,3,5,7,11,13...), say 'Puh!' etc.

Ball on the arm

The participants stand in a circle facing inwards, with arms outstretched in front of the body. Now put a big ball on the two arms of the first person, asking her to roll the ball left to her neighbour from arm to arm (bicep to bicep – not touching the ball with the hands). It is possible, although difficult. The ball has to roll around the complete circle once.

Teambuilding exercises

As mentioned above, there are fundamental differences between energisers and teambuilding exercises: you will need more time for a teambuilding exercise, you will need to issue instructions clearly and to debrief with the teams when you finish. The debrief will include questions such as: What did you experience? Who was the leader? Did you feel personally involved? Were you involved or left out? Why did it work, why not? Keep in mind that the teambuilding exercise is not designed principally to have fun (although it does "oil the wheels"), but rather to help people cooperate better and communicate more efficiently. Or, as the Chichewa People say in Mozambique: *"Mutu umodzi susenza dennga"* – a single head alone does not load a roof . Effectively, this means that in order to overcome problems and difficulties, one must work together and share ideas.

Here are some examples:

Crossing the river with magic shoes

"Crossing the river with magic shoes, in order to reach the other side safely without being eaten by the big river crocodile" will put the group to the test with respect to intelligence and creativity. They have to find a solution for a difficult task together – and then they act! It will be fun – however physical contact is frequently required so gender issues & age have to be kept in mind.

Duration:
30-45 minutes

Method applied:
Problem solving by a group of 7-30 people

Materials needed:
a set of simple shoes (flip-flops) and some indication marking a river approx. 3 meters wide.

How to proceed:
The following situation is described. “Look here, this is a big long river ... in it lives a very dangerous and hungry crocodile! You are all on one bank of the river. Your task is to cross the river safely as a complete team. Obviously the river is much too wide to be jumped across. Fortunately you have here a set of magic shoes! But there is a little problem with these magic shoes: They can only be used once by any given participant. Once the shoes are used by a participant to wade through the river from one side to the other, she cannot use the shoes a second time; otherwise the crocodile would immediately devour her). And: the river is too wide to throw the shoes back over, they have to be carried back.

Monitoring:
The group will probably soon come up with a quick solution: someone carries another team-member piggy-back to the other side and returns with the shoes. The trainer will then comment: “Good. But this team-member cannot now use the shoes again .How will she return to the far bank at the end?” (Indeed, the solution at the end will be a smart calculation, based on who carries whom and who can even carry two light-weight team members, who bring shoes back, etc.).

Debriefing:
After the exercise is finished, the participants are asked to write on cards and present their thoughts and reflections on a board. What happened in the group? How did you feel? Which conclusion do you draw? What was helpful and what not? Was there leadership? Was everybody included, listened to and respected? And so on.

The Horse Trader
The horse trader teambuilding exercise (in other parts of the world known as buffalo or camel trader as well) is about difficulties in forming a consensus. Starting from various individual results, the group is challenged to arrive at a common conclusion regarding a relatively simple task. The group result should really be based on a shared understanding, not a trade-off between the individuals involved.

Duration:
45-90 minutes

Method applied:
Individual exercise, working groups and plenary presentation.

Materials needed:
Flipchart, blank paper, pens

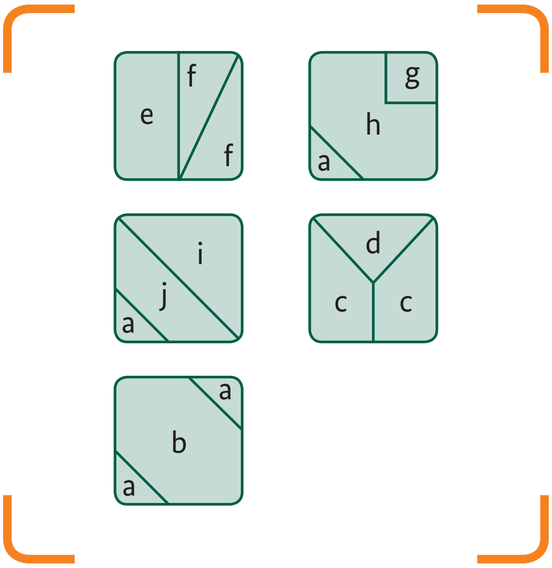
How to proceed:
The following situation and tasks are written on a flipchart for on-going reference, and are read aloud to the participants. “A horse trader visits the weekly cattle mart. He buys a horse for €600. After a while, he sells it for €700. But, as he likes his horse quite a lot, he buys it back after some time for €800. Finally, someone offers him €900 for his horse, thus he sells it once again. (Pick the currency most relevant to the participants).

Individual’s task:
Calculate individually without talking (!) how much profit the horse trader has made that day. Write the result down and keep it to yourself. Each person has 3 minutes for this task.

Group task (not too small: 6-9 participants):
Meet as a group and discuss the case. Later on you will be asked to present only one result for your group to the plenary session. There is no time pressure. Document your result on a piece of paper, which will be used in the presentation.

Debriefing: After the exercise is finished, the participants return to their groups and are asked to write on cards and present their results on a board. What happened in the group? How did you feel? Which conclusion do you draw? What was helpful and what not? Although the mathematical task is actually easy, various solutions were proposed - based on underlying assumptions, word views and social axioms. This is the most interesting point to debrief: The social dimensions determine human interaction, whether doing simple calculation tasks or meeting challenges in complex environments. How can we manage public finances, if we cannot even agree on the profit earned by a simple horse trader...?

The Broken Squares



The broken squares is a challenging puzzle-task requiring smart cooperation

Duration:
60 minutes

Preparation:
For each group, one envelope is prepared containing five smaller envelopes. In each of them are various pieces of paper of different sizes which, in total, form a square. The initial distribution of the pieces is outlined above (i.e. the trainer must carefully sample the parts).

How to proceed:
Groups of five are formed. The participants are given the following instructions in writing.

1. Each group member receives pieces of paper to build a square.

2. The group task is to build five squares of the same size, using all the pieces supplied.

3. The individual's task is to build one of the five squares.

4. No verbal communication is allowed.

5. No interference in other's work is allowed.

6. Everyone may place unneeded pieces in the middle of the table.

7. These pieces are common property. After the rules have been explained, each group member receives an envelope with pieces of paper (which do not automatically make up a square – i.e. she will need to exchange with other members of the group) and the exercise starts. Make sure you have time for a 20 minute working group session at the end. It may turn out that some individuals had very good ideas – but the result is only good if everybody works cleverly together.

Debriefing:
After the broken squares exercise has finished, the participants may be asked: What happened in the group? How did you feel? Which conclusion do you draw? What was helpful, what not? What does that mean for your further cooperation in this group?

CHAPTER 6:

Seminar 'Rules' & Group Dynamics

6 Seminar 'Rules' & Group Dynamics

Negotiating a learning contract

A teacher in a school may like to start his work by establishing some classroom rules. As the trainer, however, you will initially try to build a positive personal rapport with the participants and gain their trust in moderating the process. You should never attempt to impose rules (or sanction eventual violations), but at a certain point during the warm-up phase you should offer the group itself an opportunity to draw up a learning contract.

A learning contract among adults is based on the experience of mature individuals. Therefore a group event needs everybody to take responsibility to make it successful. What can the individual contribute and what can a group agree on?

The trainer may raise this question and visualise, on a flipchart, what the group comes up with, including for example:

- How to handle the use of mobile phones?
- What about time management?
- Who talks when and for how long (taking up too much time)
- Are there cultural or religious specifics/requirements which need to be considered? (fasting time, religious obligations)

Cross-checking expectations

A good way to take adult audiences seriously (and familiarise your audience initially with dynamic visualization) is the clarification of the participant's (learning) expectations on the first day. It is important to know what your participants actually know, why they are in the workshop/seminar/meeting, what they want to learn, etc. So it’s a good idea to ask them! The easiest option is to use the brain writing method with cards in two or three different colours, with each colour representing two or three questions.

Use the same colour for answers and questions, for example:

- (Green) What do I want to learn over the next 3 days? (learning focus)

- (Blue) What is my knowledge, what can I contribute? (resources)

- (Red) It is advisable to ask in a third category as well, if there are any “obstacles” particularly when you are working with groups, which may have been less participatory in the past. For example participants often express their dislike of being shown endless PowerPoint presentations again. You may like to use a third category like: What do I not want to happen in this seminar? (obstacles)

Agreement on objectives

Ideally, the “learning focus” articulated by the participants matches the objectives of the seminar. However, it may turn out that people have diverging expectations. It is therefore wise to clarify their expectations at the outset. Otherwise, you will find out too late (at the end or in the evaluation) that people have been silently disappointed since the beginning. If you realise that a lot of cards indicate unrealistic or insufficiently specific (e.g. “learn everything about local financial management”), give the cards back to the participants and encourage them to be more specific (e.g. what exactly she means by “everything”).

If the objectives of the participants do not match the framework of the institution (e.g. “I want to learn nothing” or “I am only here because my boss sent me”), take the writer seriously by asking: “What would need to happen so that this seminar could be meaningful for you?” In its final consequence it is much better to offer someone a chance to leave the seminar and do what she considers more important, rather than trying to force her to join in.

Group dynamics

Each group develops its own dynamic, but we know from social- and psychological research that certain patterns are quite common. For example, after some time each group has its Alpha and its Omega, i.e. a kind of informal leader and the least preferred participant. It is important that the facilitator recognises and balances such tendencies. Everybody, really everybody knows something and nobody knows everything!

Certain dynamics occur depending on the personal traits of the different characters. Here is a brief typological overview of participant archetypes you may encounter. More information is provided in the section on dealing with difficult participants and on how to respond in cases where the group dynamics require the active intervention of the facilitator. Often the group finds its own balance (for example, it is not always necessary for the trainer to take a participant to task for speaking too long or waffling on - another participant may express that on behalf of the group after a while).

The Joker: Jokers love jokes – so they are more concerned with getting the next “funny” statement or action ready and then pitching it instead of contributing to the actual discussion.

The Doer: Doers are stalwarts at any event. They moderate small groups and work constructively. Good to let them summarise.

Agreeing with the participants on the programme structure

The Clever One: Clever contributions may stimulate good discussions. Try to ensure that the plenary session addresses her questions.

The Talkative One: Talkative participants need clear limits. Strict allocation of time helps.

The Introvert: Being introverted does not mean that there is no potential for important contributions. Ask her simple questions and explicitly signal your appreciation for her contribution.

The Sceptic: How to get a sceptic on board? Make an extra effort to integrate her by using her critical potential, use her questions as a starting point for further discussion.

The Cynic: Cynical people are difficult to deal with. Sometimes there is the danger that she may be a subject matter specialist who enjoys contradicting the moderator. If she tries to provoke you, do not react but respond in a side-bar conversation, signalling your appreciation for her knowledge and your desire to harness it for the benefit of the entire group.

The Crocodile: If she gets the chance she will attack the trainer. Be emotionally prepared that this sometimes does happen and deal professionally with the fact that it hurts.

CHAPTER 7:

Facilitation Methods & Techniques

7 Facilitation Methods & Techniques

Excellent trainers should have mastery over of a wide variety of methods. We should also be agile, creative and flexible in handling a broad array of techniques.

What different methods can we use?

You may like to copy the following table and put it in your tool-case. It contains a large selection of methods you may find useful with your groups.

METHOD	SHORT DESCRIPTION
Brain storming	Generating many ideas by simple call-out. Creative. Every answer is OK. No filtering in the first round. A good way to get everybody involved and to stimulate some unconventional input. Trainer writes responses on a flipchart.
Brain writing	Similar to a brain storming, but instead of one person writing what others shout out, everybody writes their own ideas on cards. They can later be clustered on pin-boards.
Case study	Real life examples of a situation relevant to the subject matter are provided, either verbally or in writing. The case studies contain examples of good and bad practice which can be compared and discussed. Complex case studies are provided in a facilitator manual, with guidance through the different stages.

Computer-based training & blended learning	Interactive, individual drill on a computer (like language learning software). Graphics, animations and videos support the learning process. Sometimes referred to as 'webinars'. Can be combined with face-to-face interaction in seminars (blended learning approach).
Demonstration	A resource person performs an instructional activity while the participants observe and learn how to do it before trying it themselves (e.g. how to operate a camera or machine).
Dictation	One person reads or tells while another person writes the words down. Not appropriate for participatory training environments.
Dilemmas	Professional real life situations, which present a dilemma, are written on a flipchart (i.e. career versus family orientation). Participants stand in the middle of the room and then position themselves (left or right, according to the position they support). Discussion between the groups. After the discussion, participants are invited to change position if they have changed their minds.
Discussion	An issue or topic is briefly introduced and then debated, evaluated and, if possible, solved. Often statements and/or answers are neither totally right nor wrong. The trainer acts as chair/facilitator. Various forms of discussions can be used (round table, pro & contra, small groups, etc.).

Excursion	Leaving the training venue in order to gain experience or investigate at a specific location (e.g. a hospital). This is sometimes a better way of achieving new perceptions and insights.
Expert interview	Participants take the initiative: Questions are collected, an expert is invited (or a member of the group studies the subject carefully and answers the questions).
Falling leaves	Generating many ideas by getting the group members to write each on a sheet of paper. The facilitator collects all the pages, calls out the contents and lets them fall into the middle of a big circle on the ground. Everybody walks around the impressive amount of results, seeking clarification where required.
Films	Watching films (or part of films) in the group, discussion of the content afterwards.
Fishbowl	Short scenario technique in which the participants can take each other's place. Sometimes more appreciated than role games since everybody can be involved at one time.
Flashlight	Everybody is invited to make a short statement, i.e. expressing one's views in1-2 sentences without discussion. Fosters personal opinion. No record taken. A flashlight, like a snapshot, is, by definition, short.

Group work	The plenary group is split into two or more groups for a given period of time. Needs clear instruction (a problem to solve, a question to answer…). The groups decide themselves how to do it and present their results in the plenary session afterwards.
Icebreakers/ warm-ups	Reduce interpersonal distance, helping groups work together. Can be used to refresh the group when energy levels have fallen. (see separate list).
Information market	As in a real marketplace, the information is presented/displayed on posters, videos and in installations by the vendors (participants).
Shared Learning Journey	An innovation laboratory to generate responses to complexity: Several participants commit to work for 6 months to one year on a “central learning question” (for example: HIV Aids). A Shared Learning Journey does not propose pre-determined contents, solutions or results; instead it provides the opportunity to work together on the learning questions, providing support, processes and methods.
Lecturing	One-way communication. All information is read/ provided by one speaker. The speaker may use media (often combined with slides, PowerPoint…) and entertain the audience using both humour and rhetoric.

Mind map	A method to structure and present ideas or results from discussions. The core of the visualization is the topic, the branches are aspects. Easier and more intuitive to remember than simple lists
Moderation with cards	Knowledge, experience, opinions and questions are written on cards by each participant. Every contribution is taken into consideration. Can be structured, evaluated, redesigned and documented.
Plan Game	Complex real life issues and (inter)relations are played out, in order to understand how they work. (E.g. facts concerning social and political situations are presented; the participants try to find solutions in group work; the impact of their planned activities is analysed).
Postcard picking	A set of 30-50 postcards (or photos related to the training topic) are displayed on the ground. Participants can choose one. Similar to a Flashlight, each participant is invited to explain briefly the significance of the card selected.
Practical exercises	Participants practice what they have learned after a theory input session (e.g. a calculation task).
Presentation	The trainer arranges the topic visually, often standing at the front and explaining it to the participants using prepared pinboards and/or other appropriate tools.

Private study	Everybody gets some time individually in order to solve a problem, prepare an issue, carry out a practical exercise, etc. and then reports back to the group.
Problem solving	A challenge or a problem is presented to the students. Tools (i.e. a calculator) or handouts may be provided allowing them to find the solution by experimenting and applying previously acquired knowledge.
Psycho-drama/ Socio-drama	Methods similar to role games, but the topics deal particularly with social and emotional issues. Aside from "playing", techniques may be applied such as Freezing, Interviewing the protagonist, etc. in order to understand what people are experiencing in the given situation.
Quiz	The group is divided into two or more subgroups to answer questions or carry out a competitive task. Each correct answer earns a score and the group with the highest score wins – and gets a prize.
Role play	Selected participants act for a short time in prescribed roles in a given situation. The circumstance and roles are defined by the trainer, (i.e. a job interview; applicant, hiring manager and HR representative). As the focus lies on "lessons learned" thorough debriefing is extremely important.
Singing	To practice language, literacy and life skills. Learning becomes joyful and fun.

Socratic dialogue, questions and answers	(Philosophical) dialogue between speaker and audience by means of questioning and answering. Ask open questions (“How...”) instead of closed ones (“Did you? Has she? etc?”).
Story telling	The audience listens to a story. Voice is important. Should not be too long. The acceptance of stories may vary from culture to culture.
Video making	Participants produce a short documentary video clip of 5-10 minutes about a chosen topic. They design the storyboard (e.g. explaining the insurance system, interviewing people on the street...) and show the results later in the plenary session. These videos can even be uploaded on YouTube or be shared on the GIZ global campus.
World Café	By means of multiple rounds of discussion, exchange of knowledge and ideas among the participants within a relaxed, coffee house-like atmosphere a creative process is set in motion.

There is no single optimal method. Trainers should be prepared to vary their approaches after checking which methods are most appropriate for the group and task at hand. In every case the following factors should be taken into consideration:

- The time available
- Setting (learning arrangement, space…)
- Subject & purpose of the training module
- Materials needed
- How many methods in one lesson/session
- Order of methods
- What learning skills are being covered? Is there variety?
- Characteristics of the participants (fast/slow learners, gender…)

A subset of these methods is described in more detail below. Trainers new to the field should be sure to participate in a Train the Trainer (TTT) workshop where you can try them out yourself before applying them in your seminars.

Good presentations

The human attention span is limited. If you intend to present a topic, for example during a lecture on a management-related topic, do not try to cram too much information into your individual slides or the presentation as a whole. Avoid too many details: they won't be remembered anyway. You may have heard the abridged version of one of Aristotle's ideas on giving speeches:

- Tell the participants what you are going to tell them (introduction)
- Tell them (main body)
- Tell them what you told them (conclusion)

If you wish to make a presentation, you may find this advice helpful in getting participants to remember a little bit more than average!

Here are some general tips:

- Have a clear introduction, explaining your motivation and presenting a clear outline of the problem you want to solve. Visualise the contents in the most appropriate manner for your audience. The introduction is mainly strategic (i.e. philosophical embedding; how today's presentation is linked to overall managerial issues and the training course in general)
- Have a good conclusion slide as well: it should contain the key findings and ideas that you really want people to remember. Use only one "conclusion" slide
- Try to establish a common thread, especially if you have to present many different aspects during one session
- Help the participants understand where you are going. Provide them a high-level overview first, and then go into the details (inductive/deductive). This also helps them pace their use of brain power as they go along
- Humour is both enjoyable and effective as a teaching tool; prepare a couple of puns and jokes beforehand – but avoid becoming a full-time jester. Be careful here: Forced humour is not funny!
- Give participants time to think about the important facts by pacing yourself, slowing down, or even stopping for a moment, where appropriate
- Listen to the questions very carefully; many presenters answer questions other than those actually asked.

PowerPoint Guidelines:

- **Make your slides easy to follow**
  Put the title at the top of the slide where your audience expects to find it. Slides should have short, one-line-only titles. A long title is a no-no

- **Simplify and limit the number of words on each slide**
  Try not to use more than four bullets per slide

- **Use contrasting colours for text and background**
  Best: dark text on a light background. Sometimes matt pastel background looks much better than glaring white

- **Be consistent with fonts and avoid fancy fonts**
  Choose a font that is simple and easy to read such as Arial, Times New Roman or Verdana. Avoid script type fonts as they are hard to read on screen and avoid CAPITAL LETTERS

- **Use large fonts**
  Use at least 18 pt. so that people at the back of the room will easily be able to read the text elements on the screen

- **Use slide designs effectively**
  Choose one that is appropriate for the audience (funny and colourful for children; clean, straightforward layout for business clientele…).

- **Avoid excessive use of slide transitions and animations**
  Also keep animations consistent. The PowerPoint presentation is meant to be a visual aid, not the focus of the presentation. Do not use fancy animation effects unless absolutely necessary

- **Avoid having text slides only**
  Use Photos, Charts and Graphs. Meaningful photos are better than mainstream-clipart

- **Use suggestive graphical illustrations as much as possible**
  People remember pictures and graphic metaphors far better than text. A few real photos related to your subject are best

- **Do not put in details you will not be addressing explicitly**
  (e.g. long tables with less relevant information)

- **Use thick lines in drawings**
  (e.g. 1 1/2 points or more)

- **Do not "waste" information by using unnecessary colours**
  Each different colour should signify something different, and something important. Colour-code your information if possible but do not turn your slides into rainbows. Use strong colours for important information and pastel colours for the unimportant.

- **Limit the number of slides**
  On average, one slide per 180 seconds.

- **Spell-check**
  A spelling mistake is a horrible attention magnet. At best your audience is merely distracted; worst case they will be thinking that if the presenter can't even spell correctly, how likely is the content to be excellent?

- **Make sure your presentation can run on any computer**
  When you make a presentation in a new environment (i.e. at a conference venue or new training centre), check the hardware before your presentation (and have an audio cable at hand, when using embedded sound and/or multimedia files)

- **You are the added value of your presentation**
  Use Power Point as a support for your presentation. You are the main channel of information! Don't just read out loud what is written on the slides; the participants could do that themselves without your help!

Asking the 'right' questions

The ancient Greek philosopher Socrates was known for his dialogues in which the wise man led the discussion in such a way that his counterpart developed new important insights. The philosopher was not standing on a high speaker's dais, he derived his authority from the intelligence and relevance of his questions. Formulating good questions in training environments encourages dialogue, engenders mutual respect, stimulates an atmosphere of investigation and reflection, and facilitates the exchange of ideas. Let's look at some of the differences between helpful and unhelpful questions:

Helpful questions

- induce curiosity by stimulating multiple responses (open questions)
- stimulate further dialogue among the participants
- create group understanding instead of isolating individuals
- bring to light points of common interest
- advance the group process strategically through personal involvement

- reveal aims, signify aspirations and/or invite explanation of intentions and actions
- bring out the positive qualities of a group and its achievements are provocative or challenging where necessary or useful

Unhelpful questions

- are closed or too rhetorical, i.e. prompting “yes/no” or obvious answers
- are vague, general statements
- can only be answered by an absent expert
- require evidence that is unavailable
- threaten to invade an individual’s privacy or culture
- are paternalistic or suggestive
- highlight someone’s incompetence
- do not focus on the problem under investigation

Source: MOVE 2003: 42

If you are unsure of your questions it might be worth while doing a dry run with colleagues to get feedback to improve the type of questions you ask. New trainers might like to write down their questions during their preparation. Experienced trainers may find asking open questions comes more naturally.

Moderating discussions

Remember again the 10:60:30 rule for participatory group events: The last 30% slot is reserved for group discussion. During that time the achieved solutions and ideas must be integrated, understood and meaningfully summarised – which is partly the work of the trainer. There are other occasions, like panel discussions, where a moderator focuses on the overall flow of the discussion. But let's look particularly at a training session in a seminar, where participants have just learned something new (for example a new topic related to local finance management) and the trainer now intends to deepen knowledge in the discussion that follows. What should she do?

1. Summarise the major points (using visualisation on meta-level cards).

2. Manage the time (no endless discussion; set time limits for individual contributions).

3. Encourage quieter participants to contribute to the discussion as well.

4. Visualise the major outcomes (bullet points) on a flipchart.

5. Paraphrase important aspects of the discussion, which were not initially clearly expressed and/or have been perceived as ambivalent.

6. Pose a meta-level question, when emotions between two fractions boil up.

7. Use your intuition to determine the right amount of time for summarising and moving on.

Effective Small Group Work

As a trainer you may find that you have a large number of participants (up to 35 or even more!) with varied levels of experience and seniority in terms of responsibilities and/or professional roles. You may even have 'boss and subordinate' constellations amongst your participants. To get all the participants effectively engaged and contributing in such an arrangement may be difficult. Such large groups with varied backgrounds can be divided into smaller groups to encourage the active participation from everybody involved.

The small groups provide a better opportunity for discussion, facilitates a better understanding of issues and in some instances, allows the group to make better decisions about how the issues might be tackled. Individual engagement is usually higher in smaller groups. Members are usually more committed to solutions arrived at through effective group work. New ideas and behaviours are more strongly anchored and endorsed. New insights are gained by listening, sharing and learning from each other's experience.

Key prerequisites for effective group work

- a group must possess a common goal for learning
- a reasonable degree of cohesiveness – appreciation of teamwork
- norms conducive to learning – self discipline
- patterns of effective communication
- a learning culture – learning not just from the facilitators but from each other regardless of age, gender, job title, cultural background, and so on.

When training a group with which you are already familiar, these characteristics may already be present. However in situations where participants meet after a long gap the facilitators may need to refresh and further develop the required framework for effective small group participation. Managing group dynamics, ideas for team-building and further methods for establishing and maintaining a conducive learning environment are dealt with in the previous chapter. The learning efficiency and effectiveness of small group work not only depends on the individuals in the group. There are at least three further factors which the facilitator can influence:

1. The instructions for the work must be very clear. Otherwise "something" happens in the small group, but not necessarily what you as the trainer intended. In your pre-seminar preparation, get clarity on what you want the group to do and visualise your instructions in advance (i.e. write them on a flipchart or on a handout. Don't forget to explain what needs to happen after the group work has finished (i.e. the next step – usually the group will present the results to the others).

2. The setting in which the groups work needs to be well arranged. Ideally, each group will have a separate room with a round table, pens, flipchart, pin-boards, etc. Availability of coffee or soft drinks is much appreciated during such group sessions.

3. The timing must be realistically calculated and clearly stated before the groups start to work and time management practiced in every group.

Guidelines for Group Work

These guidelines should be provided to the participants before the group work commences.

- Organise a favourable working place: you may sit in a semi-circle and place your materials and boards in front of you
- Write down the question or task legibly and clarify, if necessary
- Allocate the tasks – moderator, time-keeper, observer, presenter to the plenary session, etc. – and agree on procedures, timing, and type of visualisation to be used
- Prepare a time schedule by estimating the time required for each step and by monitoring progress carefully

- Reflect on the questions individually and in silence
- Collect the ideas on cards
- Look at, explain, cluster, and analyse the cards
- Ask yourself: What is missing?
- Prepare the group work output for presentation to the plenary session
- Present the group's output as a team
- Maintain eye contact with the audience in the plenary session
- Supplement visualization with creative options: role plays, involving the audience, etc.
- All cards should just be read aloud and pointed to without any lengthy explanations
- Record plenary feedback on cards in a different colour or shape and add those to the pin board.

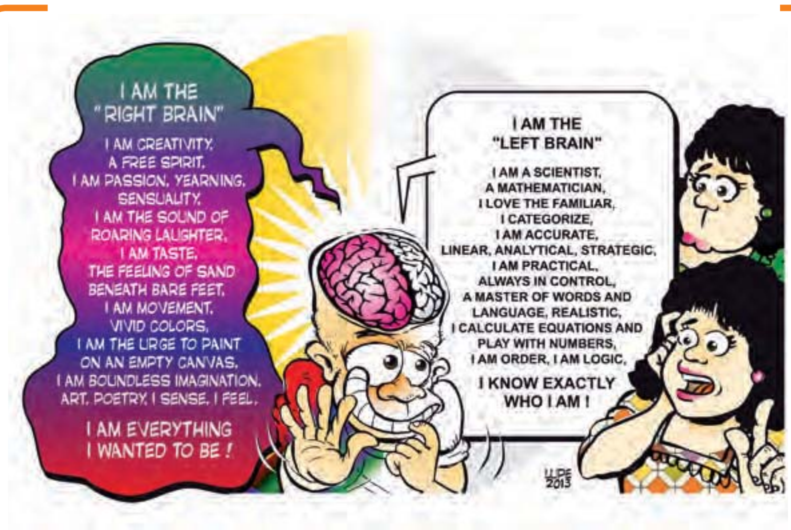
Brain storming & Brain writing

There are at least two types of human "thinking" which were described by early psychologists as "convergent" and "divergent" intelligence. Convergent thinkers are generally encountered in technical professions and in the field of administration: They prefer to go from A to B and conclude at C, their thinking processes are linear and they like to optimise existing models and prototypes. Divergent thinkers are more often found in the realm of the arts: They are inclusive, non-linear and their thinking seems to "jump around."

In order to work on complex developments (for example in micro-credit dynamics) it is important that divergent and convergent thinkers work effectively and efficiently together. This is often a challenge – as it is for trainers with heterogeneous audiences.

A group which intends to go beyond its established frame of solutions (i.e. is prepared to leave the comfort zone and to learn to think out of the box) may wish to apply the brain storming or brain writing technique. The important feature of these two techniques is that everybody agrees (and the facilitator may reemphasise this at the beginning of the session) that in the first step everything, – really everything – is allowed to be said and written down, even if it may look "strange", "incorrect" or not immediately apparent to be conducive to a solution. This is referred to as 'taking the non-constrained view.'

It is only in a second round that the many ideas are clustered, discussed evaluated – and it may transpire that an idea which initially looked crazy (like sailing west to go east), turns out to be the best solution to the problem.



Brain storming (where every idea is written in a call-out list by a moderator) or brain writing (where every idea is written by the participants on cards which are subsequently arranged on pin boards) has become a key technique for developing new ideas within heterogeneous groups. So, how can we use brain storming in the learning environment?

1. Simply visualise the question to be addressed: (i.e. “What shall we do tomorrow evening?”)

2. Introduce the brain storm rule: “Everything is OK! No com menting on other people’s ideas in the initial round”

3. Let them storm.

4. Write the call out list on a flipchart.

5. Moderate the subsequent discussion according to the principles outlined in the ‘Dynamic Visualization’ chapter.

Mind maps

Mind-mapping is another tool which helps improve the thought processes on the topic at hand. At school we learn that life is sorted into certain categories– biology, history, languages, etc. – and we structure what we encounter in the same way a book is usually structured (i.e. a list of contents): First, there is a headline (for example “genetics”), followed by chapters (i.e. the cell, the genetic code, the chemistry of DNA, etc.) further sub-chapters and so on. For an exam we learn it all in a hierarchical order – the ‘ideal’ student is able to repeat the “book chapters” in their sequential order.

Mind-maps structure content in a different way. They put the headline, which is considered central and most important; in the middle and the branches emerging from this central point visualise the next level of information. Further information is represented in the form of secondary and tertiary branches, etc. There is empirical proof that visualizations by means of mind maps are better remembered than a long lists of contents. Human perception prefers this visual logic (activating both the left and right hemispheres). Mind maps are therefore an efficient tool in the training setting. Instead of prearranged PowerPoint Charts with endless lists (which are often quickly forgotten) start by writing the topic of the session on a flipchart. During the next 45 minutes you can easily add branches. Minor aspects can be added as third or fourth level branches. You will be surprised how well your audience remembers the content of such sessions!

On the Internet you will find additional mind mapping tools which offer both sophisticated designs and flexible forms *(e.g. www.mindmaster.com or www.mindtools.com).*

Case studies

A case study is an intensive study of a single group, community, incident or process. In research contexts, case studies are often carried out by social, behavioural or political scientists.

In educational contexts, case studies are used by trainers in order to apply newly-learned knowledge to a complex, holistic and thus realistic scenario. A concrete situation is described and the learner is provided with a variety of facts, opinions and background information. Based on this information, certain decisions have to be made. Depending on the overall timeframe (working with case studies can be quite time consuming!), certain further background information (e.g. legal texts, regulations…) may be provided.

Ideally, the case study should include a facilitator manual to guide you through the process. Good facilitator manuals include photos, visualisation of background information, handouts for participants, short texts for group work (such as newspaper articles) and comprehensive information for further reading. A typical activity flow for working with case studies looks like this:

The trainer explains the case study with a short briefing (15 min), using selected visual materials to get the participants emotionally and cognitively into the case scenario.

↓

Clear instructions are provided as to what to do with the case (general questions, goals, decisions to be made, timeframe...)

↓

Participants receive the necessary material (texts, background information, etc.) to prepare themselves (including the visualisation of their group work output)

↓

Presentation of group results by various means (demonstration of their solution or perhaps even a role game /fish bowl, etc.)

↓

Summing up the lessons learned.

Case studies usually take a lot of time if done thoroughly and effectively, given the amount of material involved. The (sometimes extensive) materials can be read prior to the workshop, during breaks or in the evenings (multi-day workshops). Sometimes groups need extra time (for example after dinner in the evening) to develop their input for the plenary session.

If, in order to highlight the knowledge or learning that you want to cover, you decide to 'tweak' or modify case studies it is essential to test the modified version in a dry run with colleagues or a beta-group before using them in your regular seminars!

World Café

The World Café method is a simple, effective, and flexible format for hosting large group events. Within a relaxed, coffee house-like atmosphere a creative process is set in motion. Several rounds of discussion, knowledge exchange and idea generation among the participants often leads to new insights and perspectives.

1. ***Setting:*** Create a "special" environment, most often modelled on the Parisian café. Put coloured pens and flipchart paper on the tables. There should be four to eight chairs at each table.

2. ***Welcome and Introduction:*** The facilitator begins with a warm welcome and an introduction to the World Café process, establishing the context, sharing the Café "etiquette" and putting participants at ease. The leading questions or topics for each table are briefly explained.

3. ***Group Rounds:*** The café house talks begin with the first of three (or more) twenty-minute rounds of conversation for the groups seated at each table. At the end of the twenty minutes, each member of the group moves to a different table except for one person who stays and acts as the "table host" for the next round. She then welcomes the next group and briefs them quickly on what was discussed in the previous round.

4. ***Questions:*** each table has to work on a different question relating to a specific topic. The question should be visualised at each table, i.e. in the form of a lampshade hanging from the ceiling or a flipchart next to the table.

5. ***Harvest:*** After several rounds of discussions the main results are collected at each table and presented visually, in a variety of ways, to the whole group. Finally, the results are presented in the plenary session whereby the flipcharts or lampshades created at the tables are displayed together in a single exhibit.

Role play

Role play (or a role-playing game) is a real-life simulation in which the participants perform the roles of fictional characters. After the characters have been outlined, participants are asked to volunteer to play one or the other. Sometimes the choice of character is left entirely to the participants; sometimes the trainer 'encourages' a participant to play a certain role. They determine the actions of their characters based on their characterisation (often provided in a role description). While following a set of rules, the players still have the freedom to improvise; their spontaneous or strategic choices shape the direction and outcome of the game. Role play should be realistic; the role descriptions should enable easy identification. (For example, a hiring manager, a job applicant and a HR specialist in an interview setting).

Role play activities need to be carefully prepared. Only very experienced trainers with motivated and well-functioning groups should use this method spontaneously. It is highly recommended to invest time before the training session on some reflection about the instructions to be given to each player. Good instructions increase the likelihood that the exercise will be a success.

Role play may trigger strong emotions during the exercise, particularly when it becomes obvious that the player is not just playing any role ("the applicant") but is herself highly emotionally involved, acting out her own style of dealing with socially tense situations (nervousness, etc.). As a consequence, thorough and clear debriefing on a character by character basis is essential and the players need to be symbolically 'released' from their roles.

Fish bowl

The fishbowl-method is basically a variation of role play.

While participants in a role play exercise choose their own or are allocated a specific role which they maintain until the end of the exercise, in a fish bowl, audience members may, on the invitation of the trainer, jump in and take over a role during the action.

An example: Lichinga Municipality – market vendors and tax collectors

Market vendors dislike tax collection. The tax is usually collected on the projected income, but this is different each day. The main reason for tax collection seems to be the tax collectors salary! The market vendors are keen to pay as little tax as possible!

But the tax collector wants to see his monthly salary grow. This depends directly on how much he collects from the market vendors (and how many receipts he delivers). He also wants to increase municipality revenues. He needs to convince the market vendors that paying tax is beneficial to society, and will ultimately also be beneficial to them.

In such a case, the instructions given by the trainer may sound like this: *'Develop a dialogue between the market vendors and the tax collector.'*

The participants would then play out their assigned roles. The trainer may then stop the role play with "We can all see what is going on. The tax collector does not appear to be making much progress. Maybe her strategy to deal with the difficult vendors will not lead to the desired outcome."

Then we proceed with the fishbowl technique: If any of the observers in the audience have an alternative idea or strategy, they may enter the scene and continue the dialogue.

Socio-drama

A drama (Greek: 'act') refers to any kind of texts with different roles. Aristotle described "drama" as action by dialogue. A socio-drama is therefore a form of dialogue between social actors (thus related to the role-play method, where the drama is played out), in which universal social problems are discussed. They are often related to such questions as “men and women” (gender), “old and young” (generations), “the powerless and the powerful” (inequality), etc.

Example: In a rich family the eldest daughter has fallen in love with a boy from a poor family. The parents have already chosen another man for her as the “ideal partner.”

An experienced trainer may use socio-drama in order to reflect with the participants on the difficult social and emotional dimensions of a topic. Typical questions for the debriefing are “How did you feel in this situation?” or to the observing audience: “What did the body-language reveal?”

Socio-games

While role play, fish bowl and socio-drama refer to methods in which the participants identify temporarily with their assigned roles, socio-games are classified under the category of games. They are not primarily a method for teaching something specific (or reaching the seminar’s goal). They do, however, address the social fact that all the people in the room are humans. As such, they want to know who the others are and how they tick. Psychologists call this the “need for affiliation” and “social comparison.” Does she know someone whom I know as well? Is she more beautiful than me? Can I trust her/him? Can I have fun with them?

The answers to such questions may determine the atmosphere of a course, seminar or workshop; whether it will be a “good” experience or if people go home feeling depleted, not having enjoyed the experience.

As we can see it is worth investing some time in addressing the “human factors.” Socio-games are often used at the beginning of a training session as a "warm- up" or "icebreaker." For example: The trainer may go with the group to an open space in the seminar room or outdoors and say: "Please form one row, the oldest on the left and the youngest on the right" (they will have to ask each other about birthdays, etc.). If age is a sensitive issue, you may prefer to use criteria such as birthplaces (north to south), shoe size, number of children or alphabetical order of names of a parent, etc.

Falling leaves

With falling leaves many options can be generated and impressively visualised. In the northern hemisphere the leaves fall from the trees in autumn each year – as do the leaves in a training session using this method:

1. The trainer defines the topic and visualises the question. For example: "Which strategies could be used to increase rural income?"

2. Each participant gets a board marker and as many A4 sheets of paper as they like.

3. Now everybody writes their ideas on the white paper sheets – but only one idea/strategy per sheet. Five ideas, five sheets. (e.g. "selling land", "inviting foreign investors", "print more money", "improve fisheries", "increase road tolls", etc.).

4. In a next step the participants form a large circle (like many trees).

5. The first participant calls out his first idea ("selling land") and lets his leaf, on which the solution is written, fall down to the ground (like a leaf in autumn). At the same time each of the other participants who have written the same idea on a sheet, let their leaf fall on the ground. There may now be six leaves on the ground (from six participants with the

same idea) and the process is continued until all the ideas/leaves of this first participant are on the ground.

6. Next, the second participant calls out one of her ideas (e.g. "producing bio-fuel"), lets her leaf fall down and all others, who have the same idea in their leaf package, let it fall. There are now already lots of leaves on the ground.

7. The next participant calls out her idea. Everybody with the same idea follows with the falling leaves. In this way more and more ideas are called out, dropped and collect on the ground.

8. Usually several ideas are brought up which more or less everybody has. After some time, however, some very unconventional and creative ideas emerge.

9. The trainer invites the group to walk around the pile of leaves. So many leaves! (Often a wonderful effect when people initially thought that they are so limited in their ideas).

10. Finally, people are invited to pick up from the leaves on the ground the ones which they would like to learn more about (or which they simply do not understand). The author of this leaf is invited to explain her idea/solution/strategy, etc. in more detail.

Mood Barometer & Other Self-Adhesive Dots

In stationary shops you will find coloured self-adhesive dots. They are an excellent visualization tool which should always be in your trainer suit case. You can use the dots for example, to invite your audience to express their current satisfaction on a "mood barometer." Self-adhesive dots enable speedy visualisation of outcomes.

On a range of options open to the group (e.g. what should we do during the free time in the evening), you could simply ask people to raise their hands if in favour, as you read through the list. With the self-adhesive dots (using multiple colours designating the level of support: traffic light colours, for example) you can get an accurate reading of the mood of the group and come to the best possible decision for the group as a whole.

With such dots you can also ask the participants to quickly evaluate, on a defined scale, how they liked today's topic/food/expert-input. Self-adhesive dots may also be used for a rapid self-assessment at the beginning of the training session. It offers an overview of how experienced the different participants are (or more precisely: perceive themselves).

Quiz

A well prepared quiz always raises the energy levels and encourages active participation. Here is a simple suggestion on how to combine visualization techniques and the quiz technique:

1. Prepare 25 (or more) intelligent questions of different degrees of difficulty. A 10-point-question is easy, a 50-point-question very difficult.

2. Form three or more competing teams, visualise the 25 questions using 5 x 5 rectangular, coloured cards. On the front of the card write 10, 20, 30, 40, 50 plus the categories, to which the questions belong (for example Accounting, Budgeting, Expenditure Management, Monitoring & Evaluation, Statistic). The questions themselves are written on the back of the cards. Remember to keep score as the game proceeds and give the standings after each round.

3. Explain the rule: One player in the first team starts. She can choose the question (e.g. "Accounting 40!"). The text of the question on the back is now read out loudly so that everybody can hear (and can start thinking about the answer!). If the player answers the question correctly, her team gets 40 points. If she gives a wrong answer, the team is deducted 40 points. However before answering she may also say "I do not know, I give it to the group." Now the other members of the team can confer and answer. If the answer is correct, the team gets 20 points (50%). If the answer is incorrect, the team is deducted 60 points i.e. 50% more than for the individual wrong answer. The team can also decide that it is too risky to provide an answer themselves. In this case, the question is open to ALL teams. The first team to shout can give it a shot. When someone from the second team knows the correct answer, this team gets the 20 points. But think twice: giving the wrong answer will lead to this team being deducted 60 points as well. It can then be offered to the remaining teams again, and so on.

4. The next question can be chosen from the first participant of the second team. Same procedure (first the player, second the team, third open to all, etc.) until all 25 questions are answered. Finally the scores are calculated. Don't forget some jokers! And have a little prize for the winner ready, which can be easily shared by all the team.

E- & M-Learning

An integration of e-learning elements into the development of training activities can help to overcome problems often encountered (such as prolonged or repeated periods of absence from work). Conventional self-learning courses via distance learning offer time flexibility and are therefore easier to fit around working hours. However they rarely give participants the opportunity to discuss things with each other or with their tutors. Blended learning, i.e. the combination of e-learning and face-to-face sessions is therefore becoming increasingly popular. The German GIZ, for example, has recently established a worldwide e-academy for this reason. Blended learning also facilitates good preparation (i.e. reading prescribed preparatory material on the internet) before arriving at the training venue.

The combination of a methodological-didactic approach and the new E-learning tools can enhance the self-learning skills and self-determination of participants, delivering better learning outcomes and reducing costs. Various course management systems already exist. For example, MOODLE or BIGBLUEBUTTON are popular Learning Management Systems used by trainers to design distance learning.

Another promising technical development is related to the overall penetration of mobile Internet even into remote areas in Africa. Given the fact that the actual target group of many capacity development measures for sub-national public financial management most likely already use a mobile device to access the Internet, specific applications with “knowledge nuggets” (such as short films, animations, texts suitable for display on small screens etc.) may be developed over time (“apps” on mobile devices from journals, newspapers or news channels). All of them adapt their content to small, easily digestible, audio-visual sets of information.

Making your own video & being a reporter

Watching videos in a seminar setting is easy – provided you find suitable videos. But have you ever thought about making a video with your participants? Or more precisely: Creating the conditions that allow your participants to make meaningful videos and by doing so apply their knowledge of the topic and gain additional insights? All you need are some mobile phones with video functionality or even one or two video cameras.

1. Choose a topic which allows the participants to develop some creativity in capturing it on video.

2. Instruct them to produce a 5 minute clip. They can ask people on the street for statements, they can use cardboard as a box for a television speaker, they can paint a diagram on the flipchart to be filmed for 10 seconds. Ideally they should be able to demonstrate a process, a product or solution, etc.

3. Finally, the results (videos) of the small groups are shown to the plenary group for further discussion. And if they are really cool, some participants may even upload them to YouTube after the session.

Keep in mind that “making a video” as a training method does not aim for technical perfection. If you do not have a separate microphone for the reporter, simply play with a big pen as if it were one… funny videos will be best remembered!

CHAPTER 8:

Feedback & Evaluation


YOU ARE A LOSER!
YOUR PERFORMANCE WAS REALLY BAD!
HOPELESS!
SLACKER!
FEEDBACK? MONEY BACK!
LUPE 2013

8 Feedback & Evaluation

The Makuwa people in the North of Mozambique say:
"Oweha othuli, othariya"

In other words, when one is walking or working (including teaching or facilitating a capacity building process) one needs once in a while to stop and evaluate the progress to date.

In many public institutions, in Mozambique (and elsewhere), projects struggle due to a lack of systematic monitoring and evaluation. Managers do not have the time to halt and look backward. Feedback, analysing our own and organisational strengths, weaknesses, opportunities threats (widely known as SWOT) can be a very useful way to improve performance and outcomes.

The same is true for single events such as training sessions; evaluation and feedback are required to ensure that we continuously improve our performance in order to meet or even exceed our client's requirements. Giving and receiving personal feedback can help gain insight on an individual level; evaluating training modules or sessions is important on an organisational and systemic level. It is almost impossible to learn without the feedback of our counterparts. A trainer or training institute committed to lifelong learning needs mechanisms to ensure constant quality management. It is not always easy to give and receive feedback – everybody loves to receive positive reinforcement and dislikes criticism. This chapter provides some clues as to how to give feedback and design different types of evaluations.

Ways of giving feedback

There are several criteria and rules for effective and constructive feedback (cp. SOVA 1978).

If participants write short feedback letters to each other, everybody receives a lot of valuable information.

Feedback is effective when it:

1. Is linked to observed and demonstrable behaviour and not to the person

2. Is descriptive: this means not (!) an interpretation or a judgement about the behaviour. The point is to describe what you observed, and how you perceive this and what kind of reaction is evoked in you. Remember, this description is always subjective. Try to avoid judging.

3. Is specific and not general, aimed at concrete, specific and clearly defined behaviour.

4. Is linked directly to specific behaviour.

5. Helps the receiver to do something different. Giving advice, which is not workable, is not helpful.

6. Is given at the right moment (when the receiver is receptive)

7. Is formulated in a way that invites the receiver to respond.

Feedback rules:

1. Take time to think about what you want to say. Writing down a short description of the incident or behaviour at hand helps prepare for giving good feedback.

2. Give feedback in 'I-messages". "I think that..." Avoid the use of descriptions in which you start with "You...", such remarks can easily be perceived as accusing or judgemental which may likely lead to the recipient closing down or becoming defensive.

3. Limit the feedback to the facts, i.e. what has actually happened in contact with the person

4. Describe your own feelings in addition to the feedback

5. Describe the effect of the behaviours on you.

Writing each participant a short letter

First, consider the shyness factor. When you ask some participants to give others feedback, don't be surprised if it does not work when you have not had substantial teambuilding beforehand. Only mature groups with reflective participants should use open verbal feedback towards each other. But there are other ways of harnessing the observations of the participants, for example the "love-letter-method".

Providing the feedback anonymously in letters helps to express aspects which are perhaps more difficult to address openly. Prepare as many envelopes as you have participants in your group. Prepare some short "love letter" templates, for example:

I observed your contributions during the last day/week/month...
What I really liked is

-
-
-

Individual face-to-face feedback

If you give feedback face to face, be sure it is given in a safe setting and remember to ask the other person to self-assess first. In other words, before you pour your words of wisdom on a given situation, find out what the other person thinks. “How did you experience the presentation/situation/… today?” may be a good starting point. Help the other person to introspect. Get permission to give the feedback and consider the feedback “sandwich” as described in the paragraph that follows.

Start it positively. If you focus only on negatives, the reaction of the student/participant will most likely be defensiveness or shame. She will shut down, tune out or try to invalidate the feedback as being “not relevant.” On the other hand, when you start with positive feedback, people open up, ready to accept eventual negative feedback later on. Be balanced.

Next express your point(s) for improvement – keep in mind that specific feedback is much better than nebulous feedback. If you say: “I observed that you calculated the task very fast and accurately, however later you withdrew with the book and did not join the group discussion for the next 15 minutes” is much more constructive than; “You are not a team player.” Make sure that in cases of critical feedback being given behind closed doors, confidentiality is kept. Make sure that you give feedback that is realistically achievable for the person involved and avoid overwhelming them with lots of points for improvement. Better to pick the one or two most important aspects that the participant can work on and achieve at their pace, than an overwhelming wave of criticism.

Finally, finish with a positive – sometimes the points for improvement can be difficult for someone to digest. Finishing on a positive helps people to still feel good about their performance.

Methods of evaluating trainings

At the end of a training session, in the middle of a training week or at the end of a program you and your institution may be keen to carry out an evaluation. Here are some ideas how to carry that out:

1. Stepping forward: Evaluation of one topic or one unit
Ask all participants to stand in a circle. Tell them that you would be interested in their evaluation and to get it, you will read out a set of sentences. Each participant should reflect for two seconds and then either

- take one step forward if she agrees, or
- take one step backward if she disagrees or
- remain standing if she neither agrees nor disagrees.

It is a quick way to take the overall impulse of the group (and it is good that everybody sees where the others stand). Examples of useful sentences in such a scenario include:

- *"The time allotted for discussing this topic was insufficient"*
- *"The session was boring"*
- *"I have understood the relevance of the topic"*
- *"I will be able to apply the knowledge from the session in my own working environment".*

2. Mid-term evaluation
In a previous chapter (methods & techniques) we already introduced the self-adhesive dots and mentioned that they are easy to use for something like a "mood barometer." They can also be efficiently utilised for a "quick midterm evaluation." Simply write on a flipchart the categories you are interested in getting feedback on. Provide everybody in the group with as many dots as categories listed and invite them to stick their dot into one of five fields on the adjacent scale (labelled from "very bad" to "very good" or "totally disagree" to "fully agree").

3. Comprehensive final evaluation

As the term "evaluation" denotes, it is a question of "values." Values may vary from person to person and from institution to institution.The question as to "what to evaluate" depends considerably on what is considered "valuable" in the culture and context of the training activity.

For one enterprise "profit" may be the only indicator of "success." For another, "sustainability" may be as important as profit. Any evaluation questionnaire has to be designed in line with such values. A good evaluation questionnaire combines open questions (e.g. "How can this training be improved next time?"), hard data/facts (e.g. age of participants, duration) and rating scales (such as "Was the content relevant for your work?" rating on a five point scale).

The following evaluation items are similar to the evaluation formats used by GIZ for training modules, workshops and seminars. They can be modified and supplemented as appropriate to your needs.

GIZ Feedback Form

Survey: Training / Further training

Dear participant,

You have taken part in a GIZ training event. To help us further enhance the alignment of such training with your needs, we would ask you to participate in this survey and share your experience and any suggestions you might have for improvements.

Naturally, we evaluate all questionnaires anonymously and will not be passing on your data to any third party. The data is statistically grouped and evaluated to allow us to provide information on the quality of our training within the GIZ network. For this reason, we would ask you to answer all the questions in the survey.

Thank you for your help and support!

Your GIZ team

Please read the following statements and indicate your level of agreement by marking the appropriate box. You have six possible answers ranging from “totally disagree” to “totally agree”. If you cannot answer or do not wish to, please tick the “no answer” box.

1. General information

Training course title: ....

Venue: ....

Duration: ....

Country of origin: ....

2. Content relevance and transfer possibilities

	Totally disagree					Totally agree	No answer
The topics and content of the training course are important for my work	☐	☐	☐	☐	☐	☐	☐

Please list the topics that the training course did not deal with but would have been important for your work:

....

....

....

....

	Totally disagree					Totally agree	No answer
The content of the training course successfully met my expectations.	☐	☐	☐	☐	☐	☐	☐
I know how I can apply the course content in my work.	☐	☐	☐	☐	☐	☐	☐
I know how I can pass on what I learnt to my colleagues.	☐	☐	☐	☐	☐	☐	☐
I can also make good use of what I have learnt in other contexts.	☐	☐	☐	☐	☐	☐	☐
The course has enabled me to continue working independently with the materials.	☐	☐	☐	☐	☐	☐	☐

Have you already got concrete ideas of how to apply what you have learnt? **Yes** ☐ **No** ☐

Please describe the initial steps you will take to implement your ideas:

....

....

What support do you require in this process?

....

....

3. Working and learning methods

	Totally disagree					Totally agree	No answer
The content and outcomes of the individual learning units were clear throughout.	☐	☐	☐	☐	☐	☐	☐
Participants were able to bring their own experience and examples into the training course.	☐	☐	☐	☐	☐	☐	☐
The material (e.g., presentation, checklists, etc.) helped me to understand the content better.	☐	☐	☐	☐	☐	☐	☐
The working and learning methods were appropriate to the tasks and suitably varied.	☐	☐	☐	☐	☐	☐	☐
I could relate the case studies to the context of my own work and life.	☐	☐	☐	☐	☐	☐	☐

The course was **too long** ☐ **too short** ☐ **just right** ☐

4. Trainers

	Totally disagree					Totally agree	No answer
The trainer obviously had considerable expertise in her/his own field and was well prepared.	☐	☐	☐	☐	☐	☐	☐
All specialist terms used by the trainer had been explained or were already familiar.	☐	☐	☐	☐	☐	☐	☐
The trainer could listen to the participants and answered their questions.	☐	☐	☐	☐	☐	☐	☐

5. Participants

	Totally disagree					Totally agree	No answer
The atmosphere among the participants themselves was always cooperative.	☐	☐	☐	☐	☐	☐	☐
I was able to benefit from the experience of other participants.	☐	☐	☐	☐	☐	☐	☐
I will continue to exchange views on this subject with some of the other participants.	☐	☐	☐	☐	☐	☐	☐

6. Achievement of objectives

	Totally disagree					Totally agree	No answer
1.	☐	☐	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐	☐	☐
....	☐	☐	☐	☐	☐	☐	☐

What competences or expertise have you acquired in addition to the training course’s explicit outcomes?

....

....

....

....

7. Organisation

How happy are you with...	Very unhappy					Very pleased	No answer
• the overall organisation of the training course?	☐	☐	☐	☐	☐	☐	☐
• your accommodation?	☐	☐	☐	☐	☐	☐	☐
• the accompanying programme?							
• the information you received in the run-up to the training course (e.g. organisational details, technical / professional information on the subject ...)?	☐	☐	☐	☐	☐	☐	☐

What other information / documents would have you needed as well?

....

....

Since there are lots of aspects a survey like this cannot cover, we would ask you to add any comments or recommendations below that you might have for future training courses.

....

....

CHAPTER 9:

Preparation of Seminars

Exercise in a TTT: Realistic time planning and designing a script according to the Golden Rule (10:60:30)

9 Preparation of Seminars

Preparing a delicious meal requires fresh ingredients from the market, good spices, suitable tools and enough time for preparation. A good training course is no different – and you will also need some time for wrapping up afterwards. In this chapter we will discuss some ideas on how to prepare yourself, develop a script for a day, arrange your setting, establish a learning contract and how to close a day or a course.

Self-preparation

Preparing yourself has cognitive, emotional and logistic dimensions, at the very least. As a trainer it starts with such elementary things as having a good sleep the night before the session, arranging your transport to the venue (nothing is worse than a trainer arriving flustered and late!) and having all the little items, photo-copies and visualization tools at hand. Don't wait until the last minute!!! The photocopy machine in your institute will definitely run out of paper the day you arrive in a hurry five minutes before the session to copy the sheets. Murphy's Law; if it can go wrong, it will go wrong!

Preparing emotionally and professionally is important as well: As a trainer you are not a school teacher, who has, even when unprepared, total authority – it is part of your job to prepare yourself carefully. Of course, you must be familiar with the content of the training and update yourself continuously (life-long learning).

A tip for free-lancers: These points should be taken into consideration when planning, scoping and pricing your activities with the respective training providers in advance of reaching agreement on the final contract.

The Script

The word “script” means “something written.” Scripts are typically created for the production of movies, containing all relevant information about dialogues, actors, camera, sound, etc. A script for a training course may follow a similar structure, outlining in written form what will happen in the workshop, who will be involved and when.

Minimal script

A minimal script can be easily reproduced in the form of a laminated pocket card.

The following example describes one Training Unit entitled *Local expenditure management of a Local finance Management*

SESSION	CONTENTS	METHODS	TIMING
1	Introduction to the Expenditure Classification in Lusaka	Invited expert input	15 min
2	Consistency between long-term planning and short-term programme/activities	Small group work with pin-boards & presentation of results in plenary group	30 min 15 min
3	Development of a Policy Memo	Small group discussion & visualization of results	30 min 15 min
4	Expenditure Pattern Analysis and Performance Indicators	Calculation of prepared Excel-Charts & presentation of results in pairs	45 min 15 min
5	Summary: Lessons learned from Lusaka	Plenary discussion with handouts	15 min

Detailed script
For a detailed script, it may be of benefit to supplement the basic columns on content, method and timing with the following further information, for example:

- **Lead trainer** (when you have more than one trainer)
- **Materials needed** (LCD beamer, pin-boards, number of coloured pens)
- **Reference to your syllabus** (or which laws & regulations will apply etc.)
- **Guiding question** (e.g. "How to strengthen local finance capacities?")

Some trainers also like to include learning objectives in their script which guide them in the selection of appropriate activities and content. However, be aware that whilst a script or a plan is essential, not everything goes to plan. Sometimes the energy flags or some content 'moves around' in line with the dynamics of the workshop. Some topics might be much more relevant to participants than others. Tune into the energy of the group and be ready to modify your training schedule as you see fit. If a particular part of the training turns out to be more relevant and participants are keen to stay on the topic, be prepared to adapt your timing and facilitate the discussion appropriately.

Programme Flowchart

Another approach is to visualise a training unit by means of a short programme flow-chart (which is another way of visualizing the information contained in a script).

Invited Expert Input 1:
Introduction to Expenditure Classification in Lusaka *(15 min)*

↓

Group Work:
Consistency between long-term planning and short-term programme/activities.
(30 min group work; 15 min pin-board presentation)

↓

Group Work 2:
Development of a Policy Memo
(30 min group work; 15 min flipchart presentation)

↓

Work in pairs:
Expenditure Pattern Analysis and Performance Indicators
(45 min Excel charts calculation; 15 min mutual result presentation)

↓

Plenary session
Lessons learned from Lusaka *(15 min in handouts)*

Logistical preparation

Here is a checklist of the most important things which should be considered when preparing a training session or workshop:

- Do I have a list of names of the participants?
- Do I have an idea of what they expect/need from the training? Do I need to allocate time for an expectations-setting activity?

- Have the participants received appropriate information about the event (programme brochure, agenda, pre-work shop reading materials, etc.)?

- Do I have access to the training venue (keys …) and nearby toilets? Do I have an emergency telephone number of the head of the department and technical assistants of the in stitute? Is there an emergency plan in case of fire/accident/ earthquake?

- Does every team member know what to do? (If you are teaching in a team or if you have seminar staff)

- Have I checked the day before that enough chairs, pin-boards, flipcharts (with sufficient paper) are available?

- Is the trainer suitcase refilled? Do I have enough visualization cards, sticky dots, pins?

- Have I arranged the training venue with at least one table for the trainer (visualization material, handouts) and special tables for small group work (each equipped with cards and board markers)?

- Are special visualisation materials ready (maps, posters, materials for demonstration?)

- Is the LCD-projector working? Is it connected to my computer (to avoid fumbling in front of the group!)? Do I have a spare bulb and is there an audio-cable, in case I intend to show videos?

- Do I have a photo camera at hand to take photos of the results for documentation purposes?

Debriefing, Reflection & Closing

While the preparation of the first day of a seminar lies within the full responsibility of the trainer (or the team of trainers and the seminar staff) the design of subsequent sessions (e.g. regular semester classes) often benefits greatly from direct input from the participants.

The debriefing phase of a seminar day is as important as the preparation. It is an opportunity to 'harvest the crops' of the day. You should always plan enough time in the last session of the day for necessary "rituals," which may include a summary of the lessons learned, an outlook of the forthcoming session and some time for organizational announcements. It is not a good idea to go over time without consulting the group in advance since participants will have other obligations planned; finishing even five minutes before will always be appreciated.

Reflection Team

One powerful method for professional seminars is called "Reflection Team." A reflection team consists of at least three people. There are two kinds of reflection teams:

a) Content-related reflection teams meet after the closure of the seminar for a further 30 – 45 minutes to talk or "digest" the content of the day. A very shy participant may perhaps ask the other two in this small team something she has not understood during the seminar. Or, after an intensive day of conflict within the group, which was not openly addressed, the reflection team may be the place where someone expresses anger, disappointment, etc. Often, the reflection team simply summarises the important lessons learned from the day.

The reflection team – an effective method to ensure on-going monitoring and quick daily evaluations of the seminar process

b) Organizational reflecting teams have a different focus: They are an intentionally arranged gathering of people such as the trainer, the event organiser, assistants, (technicians, translators, secretaries...) and representatives of the participating group (often: one man and one woman) in order to discuss what went well and what to improve the following day.

Participants may come up with requests for additional photocopies, different drinks/food, or air-conditioning. The trainer may have requests for the organiser, i.e. to prepare special facilities or welcome the guest speakers, etc.

CHAPTER 10:

Workshop Culture & How Culture Affects Training Activities

10 Workshop Culture & How Culture Affects Training Activities

Workshops are held in **A**laska, **B**urundi, **C**hina, **D**enmark, **E**gypt, ……., **Y**emen and **Z**ambia – all around the world. They represent an important contribution to the evolution of society in the globalised world of the 21st century. However, looking into the seminar rooms, it is evident that different "rituals" are performed in different places. These may be essential to the success of the venture. In Malawi, for example, people enjoy a Christian prayer before starting (which would rarely be the case in secular France); in Southeast Asia people must sing *karaoke* together for at least one evening to develop cohesion; in former Soviet countries people like to drink vodka after the training. In the USA a professor may turn up to an academic workshop or congress in his Bermuda-shorts, whereas a male workshop participant in Mozambique will prefer a suit and tie as appropriate dress.

Cultures, "the way of life" (which may include the way of *"working"* and *"shopping"*) are different – and these differences can be an opportunity or a challenge (e.g. in case the trainer has a different "cultural logic" in mind which clashes with that held by his or her participants).

Example I:
I was attending a regional training event organised by an international organization. Participants were drawn from three countries, Kenya, Tanzania and Zambia. Their backgrounds varied from managers to directors and chief executive officers. On this particular day I was seated in the conference room when a fellow participant (she was a director from her country) walks in late. Instead of apologizing, she demanded a fellow participant from a different country (who came earlier) to vacate his seat for her. Who is she??? This was rather strange. It seems, certain trainees carry their power-attitudes wherever they go …(A.M)

Lessons learned:
Indeed, age (seniority or assumed authority) and hierarchy (be it religiously embedded such as in the Hindu caste system or positions in formal organisational structures) are "powerful" social facts, which need to be considered at group events. While a trainer will not be in the position to "change people's cultures" and mindsets during the first hours or days, a 'training culture' of mutual respect can be created by means of:

- a learning contract, where a group agrees on time discipline and length of shares. (There is a widespread assumption in several African cultures that being senior implies the right to make lengthy speeches…even in the training context).
- the use of visualization cards where contributions can be stuck on a pin-board independent of age and status, so that a "big man's" statement doesn't look different from the (often very smart) suggestion of younger participants. And
- a well prepared trainer will always have a chair ready for a late-comer, so that this doesn't cause turbulence in the classroom.

Example II:

I am a teacher from Germany. Sometimes in Germany the kids are not concentrated or they are even naughty – like everywhere on the world. I have developed a certain toughness to deal with them … - not physically, but as a young lady teacher I simply look intensively into their eyes and they understand the message that they must comply, when I give them that intensified look… Last year I was teaching at a workshop in Indonesia. Some participants were not concentrated after 45 minutes. But they are adult, so we expect them to be able to follow for 60 minutes. When they started to use their mobile phones under the table, my eyes started to sparkle … they looked away. I asked them something and they evaded my glance even more…. and of course, I intensified my stare…… - I had never seen or had such bad evaluations for a workshop as in this particular group. (NN)

Lessons learned:

A trainer/facilitator, who behaves like a school teacher, is taking a great risk. What will the young Muslim male participants feel and discuss later amongst his peers in the café-break of the workshop? The problem will not be that the trainer sought to enforce discipline, but rather *how* she went about this. When one's culture demands that a well-behaved female never looks directly into a man's eyes and a well-educated male would not like to be seen in public looking into the eyes of a strange woman (there are romantic moments when you might like to do so alone…but definitely not in a workshop), then you get the classic "clash of cultures." Age and position – but also gender and codes of non-verbal communication may influence what is going on and where people gather, something is always going on! Gestures are used and understood differently in different cultures as are their interpretations. For example, in Mozambique it is expected to greet a lady by way of a cheek kiss as opposed to a hand shake (practised in most former British colonies).

Example III:

When I teach statistics in the Hindu kingdom of Nepal and I want the students to understand the idea of "correlation" I don't use the mathematic book printed in the West, but the old stories of Bhagavad Gita and the Upanishads" (S.S.)

In Africa we have many proverbs and idioms. For example I sensitise my students in Mozambique on limitations of development by reminding them to the proverbs "Cabrito come onde está amarado" (a goat grazes around where it has been tied to) or "Uma mão lava a outro" (one hand washes the other). A trainer may address cultural practice, linking it to the topic of the course and invite critical discussions. (J.A.)

Lessons learned:

Indeed, the 10:60:30 rule is used by a good facilitator, who avoids top-down teaching of a particular subject, but rather summarises the different contributions of the adult learners and integrates the last 30 % of the session. Ideally, this integration can be visualised and condensed into a "picture" – and this is exactly what metaphors allow. Around the world critical voices warn us not to standardise the globalised world – and African wisdom, spiritual texts, Aboriginal dream paths, Vision Quests, etc. may hopefully enter and enrich workshop settings, demonstrating the wealth of cultural diversity and the learning opportunities each unique culture has to offer.

CHAPTER 11:

Examples from Malawi & Zambia

11 Examples from Malawi & Zambia

Malawian Case Study: The Challenge of Combining Juniors & Their Seniors In The Same Training Session – Nancy Munthali

I will share with you the experience I had as a trainer during the execution of the Budgeting Module which took place in the beautiful lakeshore district of Mangochi in the Southern Region of Malawi. The following narration is a situation that transpired during a Training Workshop on Local Government Finance Management that was held from the 21st to 24th February 2011, which targeted senior managers that authorise and facilitate the formation of budget committees from various local authority departments and junior finance personnel that develop the budgets. The aim of the training was to enhance participants' skills, knowledge and attitudes towards budgeting at all levels in the Local Authorities. The background is that the budgeting process is seen by various departments in the Local Authority as a function of the Finance Department only. The training was developed to emphasise the various roles that are played by Local Authority Staff across all departments. The identification of the target audience was a by-product of the curriculum development.

This training brought senior managers and their juniors to the same workshop. By way of background, the boss-junior relationship in Malawi (and in Africa generally) is characterised by the old adage that the 'boss is always right' and 'you don't contradict the boss.' This has led to juniors failing to disagree with the boss even when one knows that the boss is not saying the truth. This case study centres on how we can deal with the challenge of training a group of juniors and their supervisors, having significantly different levels of experience and knowledge in finance management in the same group.

If you go fishing, expect to get both: fish and frogs.

Group Dynamics

The group being trained comprised of District Commissioners (DC's), Chief Executive Officers (CEO's), Directors of Finance (DoF's), Assistant Directors of Finance (ADoF's), Directors of Planning and Development (DPD's), Accountants and Assistant Accountants. Apart from these participants we also had experts from the National Local Government Finance Committee (NLGFC) and officials from Malawi Local Government Authority (MALGA) who were joint coordinators of the training. Another expert came from one of the Local Assemblies that is doing extremely well in terms of generating its own funds at district level.

The Conflict Situation

At first, the participants were divided into groups according to the District Local Assemblies where they came from. Their task was to analyse the budgeting process of another District Local Authority whose identity was not revealed. The participants were also given the guidelines and templates that were offered to the District Local Authority in question, to analyse what was done so as to identify weaknesses and suggest what the participants would do differently if asked to formulate budgets in their own respective Local Assemblies. As facilitators, we noted that in most of the groups, the seniors were speaking more whilst the juniors were tasked with writing what was being said and most juniors were merely writing without questioning what was being put forward. Coming to the conclusion that the training would not achieve its intended objective of sharing good practices and skills in local authority budgeting if a section of participants (the juniors) were not contributing to the discussion, we came up with new criterion for re-grouping the participants.

The Intervention

Having observed the dominance of seniors when placed in same group with juniors from their own Local Authority, we unanimously, as facilitators, agreed to divide the groups again using stratified sampling techniques to achieve a good grasp of the practical experiences from the District Local Authorities in budgeting. Under the stratified sampling technique, participants were first divided according to their respective positions and the duties they performed in their respective local authority. These were then randomly put into various groups, bearing in mind that juniors and seniors from the same Local Authority should not be in the same group. This re-grouping was meant to encourage individuals (especially juniors) to be free in discussing the budgeting process at their respective Local Authorities without fear of reprisals from their bosses, since they would not be in the same group. At the same time, this arrangement still ensured that seniors and juniors from various Local Authorities were able to share their various experiences and skills. So we intentionally did not put direct reports in the same groups as their supervisors, however we also realised that seniors and juniors needed to learn from each other, so we brought them together, just not from the same Local Authority.

Group Response

The new approach was warmly welcomed by the participants, especially the juniors. Our observations during discussion time showed that most juniors were now free to present what they actually experience without fear, as their bosses were not in the same group. Similarly, the seniors were seen freely interacting with the other different level participants from other District Local Authorities and sharing experiences from their own work places on how they go about preparing the Financial Statements with Budgeting as the core topic. Those writing and presenting during plenary sessions were now a cross-section in terms of positions in the various Local Authorities. This brought a wealth of lessons from all the groups on good local government budgeting process practices.

Resolution

The African culture that is also prevalent in Malawi of 'you don't contradict bosses' and 'the boss is always right' inhibits juniors from contributing effectively when the boss is around. There is a need to separate bosses and juniors from the same institutions during break-away groups in training sessions, especially if the issues being discussed will involve agreeing on what is the right approach to do things. Successful and effective communication is enhanced where the team of participants are divided so that no junior is in the same discussion group with his or her immediate boss. However where need necessitates the participants should include both juniors and bosses, like in instances where the trainer aims at getting the juniors to learn from the bosses or vice-versa, then the trainer must ensure that the groups are a combination of seniors and juniors from different Local Authorities.

Lessons Learnt

From this experience I realised that the ability of people to participate effectively in a group setting depends on how comfortable they feel with their fellow participants coupled with the techniques that the trainers employ to enhance participation. In most situations where there are great discrepancies in terms of authority, responsibility and positions, those who feel inferior, due to their positions, normally shy away from giving their views on the topics at hand. In most situations in Malawi, where the participants include bosses and their immediate subordinates, it may also lead to the juniors not contributing much for fear of saying things that the boss may not like. The juniors do tend to fear that their working relationship could be affected when they go back to their various work stations. Given a chance to choose who has to come to attend a training session, I would recommend people who are of the same rank to ensure that there is active participation in the workshop. In the event where the training is designed for people of different ranks, as was the case with the Budgeting Module, I would recommend mixing seniors and juniors from different Local Authorities during group discussions especially when the discussion involves issues considered sensitive in nature. This helps in that the communication and participation is enhanced and is likely to lead to effective involvement of all the participants and the achievement of the training goals.

Conclusion

The conflicts that arose in the first training session made the training team realise the need to counteract the effects of cultural differences and gaps – like the boss-junior relations – when planning training sessions. Most bosses when just joining the organisation will seem to be close to the juniors so they can learn quickly what happens on the ground. With the passage of time however, most bosses expect the juniors to keep a social distance and behave like most subordinates where they are not supposed to question what the boss does and not engage in conflict with the bosses. Juniors who openly end up doing things to the contrary of the boss's expectations end up in most cases losing out when it comes to promotions, increments as well as training and further studying opportunities etc. This fear of the juniors is easily carried over into training sessions. Putting direct reports and their bosses into the same group can jeopardise effective achievement of training objectives.

Zambian Case Study: How 'Failure to Communicate, Loud Attention Seekers & Monotony in Presentations' May Affect Training in A Workshop – Andrew Mwinga

This is a Case Study to reveal some of the challenges that a trainer faces while conducting training for high ranking staff. It will explore the real life experience of a training workshop held in February 2013 that was designed to share experiences of best practices under the GIZ Decentralization programme which sampled four councils in Zambia. The topics that were looked at in this training included Communication Participation, Strategic Management, Financial Governance and Service Charters. The Case Study sheds light on the group composition of the workshop, activities leading to tension within the workshop, how the facilitators responded to the escalating unease, how the group moved forward and finally lessons learnt from the experience.

"Rushing out there to get to a destination is not getting there"

Group Dynamics

The Group was made up of; 9 Provincial Local Government Officers,16 Chief executives of selected Councils, 2 GIZ interns, 2 GIZ officials responsible for the SDI programme and coordinating the workshop, 4 Workshop Facilitators, 5 Training Consultants from Local Government Training Institute and Ministry of Local Government and Housing representative.
The role of the PLGOs after the Training was to coordinate the Provincial Training on Best Practices, whereas the Council Staff were to learn from their peers on the positive strides other local authorities were taking. The Training Consultants from the Local Government Training Institute were meant to come up with a way the Best Practice training could be institutionalised (included in standard curriculum) for the purpose of long term sustainability.

Build Up Of Conflict

This Workshop was meant for the purpose of sharing best practice experiences for Local Authorities in Zambia. It was based on the lessons learnt from four (4) Local authorities that were targeted for pilots on improved service delivery. GIZ and the Zambian Government decided to share the lessons learnt from these Pilot councils so that the best practices could be replicated country wide. There were two major incidents that stood out prominently during the first period of the training.

Situation One - Breakdown Of Communication

On the first day of the Training, the representative from the Ministry of Local Government and Housing (Headquarters) responsible for supervising Provincial Local Government officers had announced his continued presence for the entire time of the Workshop. However, he was called to attend to other duties and because the Department of Local Government Administration responsible for the supervision of PLGOs and councils was very lean in terms of staff, no replacement for the missing official was sent. This did not go down well with the provincial Local government officers as it was assumed to have been the opportune time for them to voice their grievances arising from the situations they encounter while supervising the Local councils. The PLGOs concerns were that the officials at the HQ were always too busy to attend to provincial concerns and that this subsequently led to provincial offices being ineffective in the way they discharged their duties. (There was so much tension among the workshop participants arising from the failure of the HQ representatives to attend to the concerns of the PLGOs). The topic that stirred up a lot of resentment was communication participation. This topic was emphasising the need for Local Councils to constantly engage the community in decisions that directly impacted them. One of the participants asked a question as to how the Government talks about good corporate communication when the Ministry HQ was not even constantly in touch with the PLGOs. In his words *"the Government doesn't practice what they preach."* The Facilitator, being an outsider was not in a position to explain or answer that question but, responded that this should be raised in the way forward session at the end of the workshop hoping that the officials from the HQ would then be available (when mapping out the way forward). This infuriated the PLGOs and immediately the focus was not on the content on the Training but the failure of a proper response on why the HQ were preaching things they didn't practice (namely good corporate communication).

Situation Two - A Clash Of Loud Attention Seekers

Africa, Zambia in particular, is where education levels (academic/professional qualifications), work positions and personal affluence are strong status symbols in the community and among peers. This status problem may manifest itself in different ways; (1) people may be proud and always taking the 'I know it all approach'; (2) others may be very vocal and show off as a way to prove their status. This was evident in the workshop involving two very influential Town Clerks who have had a history of competitive rivalry (they happen to be blood relations) and coincidentally traditional cousins. The concept of traditional cousinship is common among certain tribes and regions in Zambia where there are 72 languages. Traditional cousins are allowed to make 'sick jokes' about each other which would otherwise be distasteful to others.

However, there were two very vocal Chief Executive Officers apparently also colleagues and traditional cousins from two big municipalities. They really had a track record and this was evident by the sort of competition between the two and the attention they attracted arising from their verbal showdown.

The topic under discussion was Accountability and Transparency. One of the Town Clerks commented about having a poor PowerPoint presentation as if it were an academic exercise. The other responded that she needed the lecture because her Local authority had several AUDIT QUERIES from the Parliament. Several participants broke down in laugher and this disturbed the young presenter in front as the attention was now on the verbal exchange between the two. Some participants decided to walk out as the discussion between the two was disturbing them and the PowerPoint presentation was not engaging the participants. It was a few minutes to lunch break and the chaos so disheartening that the young presenter asked the participants to have an early lunch break and to return to the topic afterwards.

The Intervention

Situation One - Breakdown of Communication
The effect of not having a representative from the Ministry of Local Government and Housing (HQ) left the group with several unanswered questions on the roll-out of the programme to other Local Authorities. The tension in the conference room was too strong to ignore and therefore the facilitators had to control the discussions with caution lest feathers be ruffled. We

advised the presenters to avoid straying into unrelated topics. We also advised them to tread cautiously with regards to matters which required inputs from the HQ.

Secondly the Assistant Director from the Local Government Administration was informed that his presence was urgently required.

Situation Two - A Clash of Loud Attention Seekers and Monotony in PowerPoint

The boredom that resulted from the monotonous PowerPoint presentation and the disturbance arising from the continuous arguing had reduced the presentation to a farce. Over lunch I met the presenter to review the entire presentation and to get the opinion of how the presenter was going to proceed in the light of the disturbances. The presenter asked me to suggest an intervention. As a beneficiary of the ToT on Dynamic Visualization and Participatory Training under the GIZ programme that was implemented between 2011 and 2012, I asked the presenter what she knew of ***Dynamic visualisation and Participatory Training*** in making a Presentation in Workshops. Her response was in the negative and I quickly mobilised cards and boards on which topics and questions were written for the topic of Accountability and Transparency. I further suggested that the two very vocal participants should be separated and made group leaders for their respective groups. Their involvement in presentation and coming up with the best ways on Accountability and Transparency made the two vocal participants responsible for their group's perceived performance.

Group Response

The tension arising from the poor Communication between PLGOs and the HQ was made clear and the participants, like the Facilitators, decided to park the administrative issues to a later appointed date with the HQ.

Whereas for the initial disturbance from vocal participants and the reduced interest arising from monotonous PowerPoint presentation, the results were evident to see from the interest and active participation following the involvement of the vocal participants in coming up with solutions and the introduction of Mobile visualization and participatory training in the afternoon session.

Resolution of Conflict

The problem of poor communication between the Ministry and the PLGOs was referred to the relevant Assistant Director of Local Government Administration and he promised that their grievances would be addressed administratively as opposed to them being raised in the wrong forum.

I say with certainty that the case of attention seekers and the monotonous PowerPoint were adequately handled and the groups were fully involved in the entire training process. I could conclusively say that the training objective was effectively attained.

Conclusion

It is worth noting that the concerns of the PLGOs may have been valid. However this forum was not valid for resolving their administrative grievances and the audience could not competently address their concerns. The facilitator should have tactfully advised the PLGOs to wait and seek an appointment with the Ministry HQ rather than exposing the failings of their administrative problems to the Councils and other. The Facilitator by saying this should be tackled in the way forward session gave the PLGOs the impression that they could return to discussing their grievances. It is very easy to stray from the main course of your Workshop and therefore Trainers/Facilitators in a workshop should stick to the main workshop objective by effectively guiding the discussion at all times and by being mindful of any sensitive issues that cannot be handled within the workshop/training.

Finally Trainers should be able to find ways of positively engaging their participants and never relying on only one method of training delivery. Participants often delve into non-training specific areas and it is important that the trainer finds ways of engaging different participants.

Given a similar situation, I would ensure that I never commit to certain things I don't have answers for. It's very important that I as a facilitator be alert to guiding the discussion and avoid straying into unproductive discussions.

I can conclusively say that the Best Practice workshop achieved most of the objectives set out in the beginning.

CHAPTER 12:

Further Questions

12 Further Questions

Should translators be used when participants come from different countries/language groups?

Working with translators is sometimes very helpful (if the translators are professional and the audience really needs translation). However, for participatory training, translation also causes a lot of problems: First, if everything is translated (i. e. all statements from participants, facilitator, etc.), you need at least double the time. Secondly, there is always the risk of translation errors and lack of functional equivalences in details (for example, in context of LFM the elected municipality “assemblies” in Mozambique cannot be translated simply as “councils” for a Malawian audience). Thirdly, professional conference translation equipment is expensive and often causes additional technical hassles. For participatory training with different language groups, therefore, the design of the day should maximise periods of group work where linguistically homogenous groups of participants can interact without translation and translation service is provided only in the plenary sessions with at least two professional translators.

Where can I get a pin-board in rural areas?

You will probably not find an expensive high-end fabricated pin-board beyond some specialised shops in the capital. But it is not necessary to buy imported pin-boards – it may be much easier (and even economically smarter) to contact a local carpenter to produce six pin-boards for your classroom. See the chapter on visualization for the details of the size and use Styrofoam for the pinning-surface! Experience from many countries in the South has shown that local pin-boards are often much better (i.e. functional, light, sustainable…) than expensive ones made overseas.

Gender affects how people relate to each other during training. How can that be constructively handled by a gender-sensitive trainer?

Indeed, gender relations may affect the quality of group interactions, or silence some members and enable louder (usually male, depending on the context) voices to take up all the space. Women may have different needs from men during training sessions.

Whilst trainings will not change the status quo, a successful trainer will be able to elicit ideas from everybody – male & female, shy & confident, senior & junior – and accommodate different needs. Sometimes training institutes do not keep sex-disaggregated data about participants' statistics; they should be encouraged to do so. If your audience is predominantly made up of the opposite sex to that of the trainer, think twice about how to dress for class.

Besides the topic, there are cross-cutting issues to consider, such as poverty, environment, HIV-AIDS. How can we best deal with this issue?

Cross cutting issues are in some cases relevant for the training content, and in other cases quite peripheral. A general rule of thumb would be to ask yourself to what extent cross-cutting issues could affect the training and vice versa – so you do not end up having to improvise too much. If the cross-cutting issues don't affect the dynamics of your training course or are not part of your training content there might be no need to address them explicitly at all. If we tried to address every possible issue, then there would be no time for the actual content. There may be an opportunity to discuss relevant general issues during the breaks, over meals, etc.

Let's be honest: not all participants show up because they are interested by the topic. Some join because they are forced to come. Others join because allowances are paid. Should a trainer ignore these facts?

A trainer should not ignore these facts, since they frequently exist and affect training dynamics. It is important to note however, that whilst intrinsic motivation is generally seen as a better characteristic when it comes to learning, having purely extrinsic reasons for attending a training course doesn't mean that participants will not get anything out of it. It just means that they are motivated by other reasons. Some strategies that may help to deal with a participant who is in attendance for extrinsic reasons may include; firstly, capturing participant's interest in the subject – perhaps through some content related icebreakers or activities and making your training sessions as interactive as possible. This can help to draw out even the most reluctant participants. Secondly, ensuring that the content is relevant is particularly important for adults. This is usually agreed or confirmed at the start of training through an expectations setting exercise and agreeing on the course objectives. And always ensure that you highlight the links between the content and the participant's real life challenges.

APPENDIX

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About GIZ and the Authors

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, supports the German government in achieving its goals in international cooperation for sustainable development. Its operations include international education work around the globe dedicated to human capacity development, advanced training and dialogue. GIZ operates in more than 130 countries worldwide. In Germany we maintain a presence in nearly all the federal states. Our registered offices are in Bonn and Eschborn. GIZ has more than 16,000 staff members around the globe – some 70% of whom are employed locally as national personnel. In addition, GIZ places or finances around 890 development workers, 1,961 deputed employees, a total of 996 returning and integrated experts at any given time. With a business volume of around €2.1 billion, GIZ is well placed to meet the challenges of unleashing the full potential of human capacity in the pursuit of the common good.

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