WHAT IS
EFFECTIVE TRAINING?[1]

Advance Reading for participants in
Human Rights NGO Capacity Building Programme – Iraq

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[1] This document is based on materials flowing from Towards Effective Training for Field Human Rights Work by Karen Kenny (1996) and those developed for HUMAN RIGHTS MONITORING: TRAINING MATERIALS FOR RUSSIAN NGOs produced by the Nottingham Human Rights Law Centre (2003) http://www.nottingham.ac.uk/law/hrlc/hrlc_human_russia.htm

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1. INTRODUCTION: TRAINING AS AN ON-GOING PROCESS

In the last years in the global NGO community, an emphasis on workshops has taken root as if workshops were an end in themselves – instead of a means to an end. It is rare that a training workshop followed-up to ensure that it has had an impact. Workshops have been known to divert time, energy and funding away from other means which could be more effective in stimulating human rights change.

To be effective, training is best designed as an on-going process. A key part of that process can be a well-planned workshop. A more effective approach is often a series of workshops, with practical support to applying what is learned in between such workshops. This encourages learning through experience – the most effective manner for an adult to learn.

This document provides a set of ideas which should be adapted by the trainers to suit their particular needs.

The purpose of this document is help trainer's focus on the important role a workshop can play in training for human rights work if:
   a) Prepared with adequate lead-in time to ensure the content is tailored to the actual needs of the participants; with
   b) Principles of adult education applied e.g using highly participatory techniques, and
If they are followed through with on-going accompaniment to support participants in applying what they have learned.

The administrative details so essential to workshop organisation are included – as well as guidance for facilitators in training methodology.

The sections of this chapter broadly follow the stages: **before, during and after** a training workshop.

2. BEFORE THE WORKSHOP: PLAN AND DESIGN

As will be seen, by far the most extensive work is needed at the planning stage.

2.1. Who are the target participants?

Several different aims can be accommodated in the selection of participants. Key criteria, depending on the aim of the workshop, might include:

a) Priority for committed personnel who will stay in the NGO and **apply in practice** what is learned.

b) The need of an **individual to apply new knowledge and skills** on this topic. It is sometimes the case that NGOs send their most experienced/most senior staff member – who may have been to many previous workshops, and need this one least.

c) **Networking – cross-sectoral participants**: A workshop can encourage day to day co-operation among human rights actors if they are together in an effective learning environment.

This might mean increasing awareness among local journalists by inviting them to be part of some/all of the workshop; or local officials or politicians; other partner NGOs etc. This can help enrich discussion, and increase awareness of the roles of the various actors (state and non-state) in achieving the protection of a particular human right. The networking importance of workshops should not be underestimated. The advantages and disadvantages of including state officials should be considered (e.g making frank discussion more difficult; or helping to open doors to communication between NGOs and state officials, as well as working towards mutual understanding of the human rights framework or their work).

If a roundtable discussion as part of the workshop is envisaged, participation by any guests should be planned with the advocacy objective clearly understood by participants, and planning done so that the means of conducting the roundtable achieve that goal. It can easily occur that state officials come along and deliver a prepared speech about their ministry or institution. If it was a more interactive discussion that was planned, particular attention is needed to the issue of chairing the discussion to ensure that it remains coherent and focussed.

d) **Strengthen NGO collaboration:** There is often competition among human rights NGOs for scarce donor funding. This can undermine practical co-operation among colleagues. In contrast, colleagues who come together for training can use the opportunity to develop or strengthen a coalition for advocacy.

2.2. Ensure commitment by participants

Any workshop must have a maximum number of participants. Above 30 or so, the level of interaction is lessened (see section 3 below regarding the importance of participation).

As part of selecting participants, a real commitment by participants to apply what is learned in practice in their work is essential if the workshop is to be worthwhile.

Generally, the currency of workshops in the NGO community has been de-valued because of over-reliance on workshops by NGOs and by donors as workshops are relatively straightforward activities to define and fund.

Professional NGOs will be aware of the need to value their time, to ensure that the management of their organisation does not suffer from trying to attend endless workshops. Similarly, donors will need to be more rigorous in seeking impact from training, beyond the mere fact that a number of people have sat in a room together for a number of days.

It sometimes occurs that participants are paid to participate in workshops – even for those who are in employment and paid (e.g as public servants) to be present anyway. This not only inflates the cost of workshops – but it is an indication of lack of real commitment to learning.

It also sometimes occurs that:

   a) Invited participants only confirm participation at the last minute; or

   b) After confirming they will attend, fail to show up. This wastes a place that could have been allocated to another person, or

   c) Participants attend some but not all sessions in a workshop. This undermines the utility of the workshop not only for the individual, but also for the group. This is because an effective workshop builds knowledge in steps, module by module. If you miss one part of the foundation, a participant may not grasp later stages of the workshop, or may delay the group by asking questions which have already been dealt with.

      This is also disruptive to the group, as team-building is an essential element of effective group learning (see below). If the number of participants in any session is unpredictable, trainers may not be able to use their planned roleplay, and so forth.

How can workshops be taken more seriously, and valued, by participants? One way is to focus on improving the relevance of the workshop to the needs of the participants, through steps such as those set out in this chapter. However, additional steps may also be needed which involve a change of attitude to workshops.

One suggestion raised is to **charge participants a fee** for the workshop - even a nominal one: The cost of a workshop is generally greater than most participants realise. A well-prepared workshop will have been planned perhaps for months in advance and a great deal of person-hours will have been invested. The overall cost per place in a workshop can be calculated in advance, and stated in the invitation to participants. Invitees can be allocated a nominal, or more substantial, part of that cost to pay to reflect their commitment to learning from the course, and applying that learning in their work. This sum would need to be paid in advance by the participants to reserve their place.

In another suggestion received, participants were provided with pre-reading material, and then **tested on it** (through multiple choice). If they do not pass, showing they have not read the material, their commitment to learning is in doubt, and their place should be re-allocated.

As part of this process of ensuring commitment by participants, consideration may be given to issuing **certificates of participation** for workshop participants. Similarly, facilitators should seek to identify participants who might be developed as **future facilitators** perhaps by giving them some experience by having them lead a session at a subsequent workshop.

2.3. Participants prepare

Another aspect of the commitment to learn is: preparation for a workshop by participants. Lead-in time for preparation is essential so that pre-reading can be disseminated and studied by participants (as discussed above).

Pre-reading serves several purposes:

   a) To help ensure that participants are already empowered with basic knowledge so everyone is able to participate in discussions/ask questions from the outset of the workshop

   b) To try to establish a common minimum standard of knowledge among participants who may otherwise vary in their familiarity with the workshop topic.

However, the pre-reading should be carefully chosen:

   a) The number of pages to be read should be kept manageable.

b) Pre-reading should be tailored to the participant's needs e.g if a basic introduction to human rights concepts is needed, a text that is clear, concise and simple should be chosen.

c) A cover note with table of contents should distinguish between those documents to be closely studied, and those with are texts for reference only (e.g treaty texts).

d) Participants should be asked to bring those materials to the workshop to be inserted in their workshop packs to save copying costs for the organisers.

2.4. Tailor the content to the needs of the target participants

It is essential that facilitators are provided with a clear profile of the participants well in advance. This is necessary

a) So that the skills and experience of the participants can be drawn upon in planning case studies or sample scenarios to discuss;

b) To increase the participant's sense of responsibility for their own learning by engaging with the facilitators to prepare the workshop in advance e.g by providing real case studies from their own experience to be used in discussion. These should be requested by the facilitator so that the workshop illustrations used come from the participant's day to day reality of human rights issues; and

c) So that the level and nature of the content of the workshop can be tailored to the needs of the participants

One useful way to obtain this information is to provide a short questionnaire to participants, such as the one below, and to ensure it is fully completed and returned to the facilitators in good time for their preparation of the content of the workshop.

Prepare for follow-up to ensure the completion of the questionnaire. The purpose of the questions should be carefully explained, i.e to help the facilitators plan the workshop to meet their needs – and not to 'judge' the participants. For example, in the section "position in organization/profession" people may not complete this part if they do not realise its importance. The practice of tailoring workshops to the needs of participants will hopefully become more widespread among human rights NGOs. In the meantime, it should be expected that the administrative support team of the workshop will need to call the participants for several times in order to receive the completed questionnaire.

	Sample questions for invited participants
1	Name:
2	Sex:
3	Age:
4	Contact details/organisation:
5	Position within the NGO (also if relevant profession/job):
6	NGO/human rights experience
7	Human Rights experience + any training (please give details, how long, by whom etc)

8	Your specific human rights interests:
	    a) As an individual and
	    b) As part of your organisation

2.5. Create a workshop team

The preparation of a workshop depends on good communication and teamwork among the key actors: the lead trainer; guest facilitators; the participants; the administrative support team, as well as the staff of the venue (e.g if it is a hotel).

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Clarity of Roles: it is essential that each of the team involved in preparing a workshop know exactly where their responsibilities begin and end, and that this division of labour – and deadlines for the different stages of preparation are clear and respected.

It should also be clear who has authority to ensure that the responsibilities are met by each member of the team – i.e who reports to whom. The overall objective is to create a workshop that everyone involved is proud to say they were part of.

2.6. Select facilitators

Of equal importance to the selection and preparation of participants, is the selection and preparation of facilitators. Those who will facilitate the workshop should be selected to form a well-balanced team.

2.6.1. The anchor: lead facilitator

It is important to have a 'lead trainer' who is skilled in adult education techniques in the area of human rights. Their role is to act throughout the workshop as an 'anchor' pulling the various modules together. They provide introductions to modules which set out the objective and which relate it back to work already done by the group.

The lead trainer should be responsible for briefing in advance each of the other trainers who will provide input. This is to ensure that each module is prepared to cover precisely what is needed in that module –to avoid gaps or duplication with other modules.

The lead trainer should therefore have the profile and skills of a trainer: ability to communicate simply and clearly to a non-specialist audience; experience of training methods (beyond presentations or lectures) such as roleplays; and most importantly they need to have the commitment to inspire and energise the workshop learning process.

A lead trainer needs to have in addition, some knowledge of international human rights law and practice – but they do not need to be a subject-matter specialist in all the topics of the workshop, as that is the role of guest facilitators. A well-balanced team of facilitators is one in which skills complement each other.

2.6.2. Local or international facilitators

When considering whether to engage a local or international consultant as part of the training team: Survey the resources available
  a) Within your own NGO
  b) Seek training support from other regional NGOs who may be more specialised in the topic, or who may have a particular staff member who has experience as a trainer or subject-matter specialist. This can be an effective form of networking with other NGOs
  a) Check whether there are appropriate trainers who are staff members of international bodies present in the region, or in the capital. If a workshop is seen to be well-planned, a member of the UN family such as Unicef is more likely to respond positively to an invitation to contribute to a training session (e.g on their area of expertise e.g the human rights of the child)

If there is funding available to engage a consultant as lead trainer, or as a guest trainer, this allocation of scarce NGO resources will need to be carefully planned so that value for money is received. A written contract with clear division of labour can help ensure that expectations are met. At a minimum, an outline of the consultant's contribution should be produced in advance for the lead trainer to see if any adjustments are needed as to the material covered. If a consultant produces material for the NGO, the issue of copyright should be settled in advance so that the NGO knows whether it can replicate/disseminate the material in the future.

2.6.3. Criteria for selecting facilitators

The concept of expert for workshop training requires some consideration. An 'expert' in a substantive area may not necessarily have expertise transmitting that knowledge etc. This has practical implications for workshops:

a) Substantive experts are not always the most effective communicators: there can be pressure to use a particular 'expert' as a facilitator, if they hold a high official position in the public service or academia. Yet the real issue is whether they can communicate in the context of training adults (see participation below)

b) It is important that even 'experts' be accountable for the quality of their preparation, and the impact of their module in terms of learning.

Misperceptions among human rights 'experts' should be borne in mind when seeking to ensure accurate content for a training workshop. For example, there are widespread misperceptions among the human rights and legal community regarding:

a) The nature of legal obligations undertaken by Russia on the international level (especially the commitment to bring the Constitution and all other laws, budgets, practices, whether federal or regional into full compliance)

b) The binding, and sometimes immediate nature of the obligations in relation to economic, social and cultural rights and

c) The role of a non-governmental human rights organisation in a democracy.

2.7. Interpretation/translation

If an international guest is to be part of the workshop team, the issue of translation and interpretation may arise.

For translation of their pre-reading materials, the necessary lead-in time will be needed to allow for that. The quality of translation is a major issue not only for NGOs but also inter-governmental organisations: quality control is essential to ensure accuracy of translation.

Interpretation in a workshop may also be needed. This raises issues of cost, but also quality of communication. Interpretation can be a very costly addition to the workshop budget, and experienced professional interpreters will be needed. The terminology of human rights training can be quite specialised, and the quality of interpretation can enhance or undermine training. Quality standards vary, and recommendations should be sought from colleagues who have used the service-provider before.

If consecutive interpretation is chosen (i.e an interpreter interprets after each section of speech delivered) this can slow down the workshop discussion. If simultaneous interpretation is used, the necessary equipment, the technicians to set it up, and the space for it in the room will need to be planned for. Either way, a team of interpreters is needed to ensure they received adequate breaks.

2.8. Gender

A criteria that should be always part of planning an effective workshop is the effective participation of women as both participants and trainers. As a minimum, the role of the lead trainer will include identifying, and planning to bring out in discussion, the gender perspectives which a particular human rights topic, or skill, involves.

It goes without saying that, applying human rights principles to training itself requires that active steps are taken to ensure that discrimination is not a factor in the way the workshop is organised.

(This is considered in more detail below: Applying human rights principles to training).

2.9. Administrative support

The success of a workshop also depends on the administration team. The logistics of organising effective training can be time-consuming, and should be the responsibility of an administrative team. The kind of tasks to plan for, include:

⇒ Copy and disseminating pre-reading (asking participants to confirm not only safe receipt, but also that all emailed documents can be opened etc.)

⇒ Preparing packs of materials for during the workshop

⇒ Negotiate and book the venue well in advance (see below)

⇒ Follow-up with participants who have not confirmed participation; or who have not received pre-reading materials; or who have not completed their participant profile questionnaires

⇒ Organising travel arrangements for participants/facilitators (where applicable)

⇒ Compile final list of the participants in the form of a table containing, for example, the following:

	Name of participant	*Organisation*	*Position/responsibility in the organisation*	*Contact information(postal address, phone number, fax, e-mail address)*
1				
2 etc				

⇒ If the budget covers it, arrange social event as farewell for participants at end of workshop e.g group dinner.

⇒ For longer workshops (from seven days upwards) a social event may be organised for the group's day off. Outdoor exercise where feasible will refresh participants, for continuing the workshop the following day, and help teambuilding and networking.

⇒ List and obtain the necessary stationery: It's important to have several flip-charts, paper for them, markers, block-notes and pens for each participant, folders for handouts.

⇒ Distribute information about the venue, usually a hotel (how to get to it, and the facilities which are covered)

⇒ At the day of departure for the venue pack all the necessary stationery: markers, paper puncher, counting machine, a flip-chart, overheads for the projector.

### 2.10.	Select the venue

Cost will always be a factor to consider when choosing a venue for a workshop. However, a careful balance will be needed to ensure the impact of the training is not undermined by a venue that is mainly chosen because it is cheap.

The importance of the choice of venue increases with the length of the planned workshop.

To effectively learn, participants must be comfortable. The main teaching room should have:
⇒ Adequate fresh air for the number of participants

⇒ Natural light

⇒ Comfortable temperature (warm/cool)

⇒ No outside noise or other disturbance

⇒ Open space allowing e.g a table in 'U' formation for all participants, so that everyone can see each other and the facilitator

⇒ Space for sub-group work, so that chairs/tables can be moved around

⇒ Seats that are comfortable – but not sleep-inducing

⇒ Smaller rooms/spaces nearby, so that sub-groups can move to a new atmosphere for training exercises, so that the full day is not spent sitting in one place

For live-in workshops of more than one day, the following can enhance effective learning

⇒ Hotel in quiet location, for a good night's sleep. Also, a location that is far from the participant's own office can help ensure that daily work demands do not intrude on the workshop (e.g with participants disappearing back to their office for parts of the workshop)

⇒ Fresh, healthy food with plenty of choice to cater for participant needs

⇒ Space for exercise/sport facilities, especially allowing participants to relax together in group games

⇒ Business-centre with access to internet for cross-checking queries which arise during the workshop, fax and copier.

⇒ If needed, seek the equipment for simultaneous translation in workshop town or city; otherwise the capital may be the only source. Agree a contract with the firm providing the equipment.

⇒ Negotiate with restaurant of the hotel about menu and coffee-breaks, order drinking water for the workshop.

For a hotel, hosting workshops can be big business, and organisers should be prepared to negotiate on price, and other factors. To check on the quality of the service, they can ask the hotel for the details of previous workshops the hotel has recently hosted, and contact those organisers as a 'reference' by asking if they were satisfied with the service. Other NGOs will also be a valuable source of information regarding their experience with particular venues.

2.11. Plan to evaluate the workshop

The organiser of a workshop should up-date their own planning checklist after a workshop – so that through experience they create one most suited to their own organisation for the next time. If this is not to be forgotten, it should be planned in advance, and the responsibility for gathering lessons by the team, and suggestions for improving next time, should be clearly allocated. Many great ideas for 'next time' are lost if they are not captured by the workshop team in a de-briefing meeting soon after the workshop itself. This de-brief encourages all the team to identify lessons for next time, and to applaud things which went well

Evaluating the substance of the workshop can involve several steps. As a minimum, the first step is to:

Prepare an evaluation form for participants and trainers to complete and return to the organisers. This should be done anonymously, to ensure frank replies. The form should be carefully drafted to ask questions which will be helpful to the organisers for the future, and also to allow space for miscellaneous comments. The topics to cover include feedback on each module, as well as any topics which the participants would need to cover in the future. One example of an evaluation for will be used for the Amman Programme. In addition, two questions can be useful to stimulate reflection:

	Q. What has been learned:
1.	Based on what you have learned about yourself and the many possibilities for change presented by this module (or workshop), what two or three things do you intend to do differently in your role as advocate for human rights?
2.	What obstacles in yourself or in your work environment do you expect to experience during your efforts to implement these changes? What will you do to minimise these obstacles? Obstacles: Action to remove the obstacle:

a)	a)
b)	b)
c)	c)

An evaluation form should be distributed to participants on Day 1 of the workshop, so that they can be encouraged to complete the form day by day, when their recollection is fresh.

At a closing session at the end of the workshop, the completed forms should be gathered. Some participants will have completed the form day by day, and others may need some time to be allocated on the last day. To encourage people to complete the form, any travel reimbursement etc should be held back pending the handing over of the form.

Generally, feedback received in the evaluation forms is very positive. Participants enjoy a congenial atmosphere, perhaps met new people, and enjoyed the change of pace from routine work. However, the real test of the effectiveness of the workshop will come in the following months: Have the participants changed their behaviour, attitude, practices etc and become more effective in their work to stimulate human rights change?

This question will usually be asked in an evaluation of a programme, particularly if funded by an international agency, to ensure the goals have been achieved. Regardless of whether the funder plans an evaluation, the NGO organising the training should wish to discover for themselves whether their goals were met, and how they might improve for the future.

To answer the question of impact requires on-going contact with participants, and a structured process of feedback regarding:

   a) Whether and how the workshop achieved its aims;

   b) What do the participants now identify as their own training needs; and

   c) What they would recommend for any future workshops on that topic or for that group, etc.

Structured follow-up of this kind can help maximise the impact of the workshop with participants exchanging ideas/experiences with other participants on an on-going basis. Planning to evaluate training through for such a process of feedback will vary with the scale of the training, and the degree to which the organisers intend to learn and improve for the future.[2]

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[2] Further discussion of evaluation of Human Rights Education can be found in Felisa Tibbitts, Evaluation in the Human Rights Education Field: Getting Started, Human Rights Education Associates (HREA).

3. DURING THE WORKSHOP: TRAINING METHODS

Before outlining options for training methods, the importance of effective administration during the workshop is emphasised.

3.1. Checklist for administration during the workshop

The administration team of the workshop may need to arrive at the workshop venue (if they are not already nearby) one day before the participants arrive, and may need to plan on departing one day after the workshop, after loose ends (such as hotel bills) are wrapped up.

⇒ Final check of the reservation in the hotel, restaurant, examination of the hall and venue for administrative assistant.

⇒ Make the acquaintance of the main service providers of the hotel (e.g managers of administration, the restaurant and business-center). Issues of concern are often best raised with management, rather than staff of the hotel, to save time.

⇒ Set up a table at the workshop venue for participating NGOs to bring materials about their activities.

⇒ If necessary, reach agreement about the smoking area that should not be far from the coffee-break venue and the main training room. Sometimes smoking is prohibited within the hotel but exceptions may be feasible if necessary for the workshop group. In some cases, there are several staff shifts in the hotel(usually 3 or 4) and it may be necessary to inform each shift about the workshop and its needs (e.g light in a particular room).

⇒ Make a poster sign to guide participants to the training room, time of the beginning of the workshop, location of restaurant and catering schedule.

⇒ Hire of the safety deposit box (to keep money and other valuables)

On a daily basis:

⇒ Specify to the hotel management the final number of meals to be ordered in advance (generally one hour ahead, with the number of breakfasts ordered the night before).

⇒ Notify the staff of the window of time within which the coffee break will be needed

⇒ Prepare the training hall: On arrival, facilitators inspect the hall so that chairs and tables are placed as required. If necessary additional furniture is arranged with the hotel.

⇒ Check the documents to be handed out (a packs for each participant, and cross-check the contents).

⇒ Check the technical equipment (PC, fax, copier) and stationery. Note: Installation of equipment for simultaneous translation can take two hours, so access to the workshop room may need to be arranged early in the morning of Day 1.

⇒ On the first day the hall will need to be opened one hour before the workshop (or more if equipment is to be installed). On the following days the hall can be opened 30 minutes before.

⇒ The hall needs to be aired, with water and glasses provided for participants and facilitators. At the end of each day the hall is cleaned. Usually the hall is closed by the administrator on duty.

⇒ Administrative assistants prepare the register, badges, block-notes, pens

⇒ Registration of the participants. Participants may be given a folder of new materials (they will have been asked to bring the pre-reading materials they received in advance), a badge, a block-note and a pen. Each participant should sign in the register for each day of the workshop. When the

equipment for simultaneous translation is used each participant gets ear-phones and put the number of the ear-phone in the register.

⇒ The administrative assistant reimburses travel expenses of the participants. The assistants provide the participants with the necessary documents (e.g business trip order, business trip certification and cooperation agreement).The participants may need to complete the forms in their organizations and send them to the headquarters of your NGO.

⇒ Taxi or other transport is arranged to meet and to see off the lecturers and facilitators. Similarly, transportation is arranged for the office equipment and translation equipment.

⇒ The administrative team gathers financial documentation from all hotel services: bills for accommodations, for catering.

3.2. Choose training methods

Regarding the training content itself, facilitators prepare by choosing methods best suited to communicate with that particular group of participants. The idea of using a pre-workshop questionnaire was mentioned in section 2 above to help the facilitators tailor their work to the specific needs of the participants. Choices will need to be made regarding the best means to communicate and facilitate learning.

Regarding dissemination of materials during the workshop, it is important that the lead facilitator control the content of the workshop pack so that only those materials consistent with the workshop are included.

Regarding volume of materials, a balance is needed to ensure participants do not feel overwhelmed by material, but also know they have reference material for further study if they coose to study the topic in more detail.

As was mentioned at the outset, this section outlines some guidelines for facilitators in training methodology. Additional resource materials on training methodology can be found in a variety of human rights training manuals that exist (some in Arabic) eg UN Training manual on Human Rights Monitoring.

3.3. To begin: clarify expectations and agree rules for interaction

The opening session of the first day of the workshop involves:

- Welcome of the participants

- Introduction of facilitators and of participants to each other. For introductions, often a game, such as the warm-ups listed as examples below, can be helpful to create an informal atmosphere which is a helpful foundation for the learning process.

Expectations: The next session focuses on gathering and discussing together the range of expectations which participants will often have of a workshop.

To ensure frank responses, it is helpful to have participants answer this question anonymously. This can be done by distributing coloured cards for people to write on, gathering them all before reading them out and listing them on flipcharts. Any major issues that arise concerning expectations should be addressed in that discussion.

✓ Outline the aim of the workshop and provide an overview of the whole programme: In the first substantive session, it is important to give participants an overview of the sequence of the workshop, and how each module will build on the previous ones. This map of the journey:

- Gives a sense of security as each participant knows where the workshop is going, and where to slot in their particular concerns/questions later

- Emphasises the importance of consistent participation throughout by the participants.

- Allows the facilitator to show how the plan for the workshop does/does not match the expectations expressed, and clarify this.

- Allows participants to plan their evening reading, so they get the most benefit from the following day's discussion etc.

Rules of interaction: Invite the new group to propose rules which will govern their interaction. It is helpful for a group to agree, if possible by consensus, how they will behave in their discussions. Included in the norms agreed should generally be:

- People should not talk at the same time, but wait for each other to finish

- Respect time schedule (e.g returning from coffee breaks on time, all sessions start on time and finish on time etc)

- Keep interventions short and to the point

- Everyone must attend all sessions

- Responsibility for sharing knowledge, resources, skills with each other

3.4. Warm up the group

To start the day, as well as when the participants return after lunch, it can be very helpful to spend some few minutes playing a light-hearted game to 'warm-up'. The aim is to relax participants, create a sense of teamwork and informality, and help people to focus their minds and be truly present in the room after the distractions of breakfast/lunch. This can be a very important step to ensure that people are not intimidated by each other, as may occur where there is a variety of experience /age in the group and to enhance teamwork. Both facilitators and participants should take part, to ensure no unhelpful hierarchy is implied.

A facilitator can start with a warm-up exercise that has not been used with this group previously. Once participants become familiar with some examples the task of developing a new warm-up can be delegated to participants, taking it in turns to rotate the task among the sub-groups.

This involves the participants more actively, and relieves the lead trainer of one task which can be delegated.

The following is a selection of some quite brief warm-up exercises developed by a Russian NGO activist Svetlana Velikoredchanina which might be replicated or adapted for future workshops – or form the basis for new ideas. Different ones will work better at different stages of a workshop.

Time-keeping should be observed and warm-ups not get out of control. **The best warm-ups are short.**

- The names of different human rights are written on pieces of paper in a box and the team demonstrates it visually – through mime. This can be very brief and works well as the group tries to identify which right is in issue.

- One by one participants watch each each other walking from one side of the room to sit at their table. The people who follow, copy the sequence of actions of all the people in front, i.e imitating the way that they walked and at the end add a little variation of their own.

- Form a circle of standing participants, with hands outstretched, shake fingers, close eyes and then walk inwards together to make contact with the persons on the other side of the circle. Hands

then join one by one in the middle, with eyes remaining closed. The challenge is for participants to unravel themselves to form one or more circles again.

- Invite participants to think of a creature they 'feel' like and to walk to the end of the room at the end of the session imitating it (e.g a crab, giraffe)

- Form a circle of standing participants; everyone turns to the right and picks each other on the back as if a woman in stilettos is walking on their back, then a horse, then an elephant, then thunder and lightening, then a snake….

- Form a circle of standing participants "Who would you like to take to the mountain?" So everybody names somebody else and says why they would like to take them to the mountain and then the circle is formed. This works best when it is brief.

- Seated in a circle, each participant passes a sheet of paper with own name at the bottom corner around the circle. Each writes good wishes for you, fold over the sheet and passes it on to the next person and so on, so that everybody gets a list of good wishes. This requires time.

3.5. Principles of adult education

General Principles of Adult education:

❑ Individuals are unique, particularly in the way they learn. Thus, a training workshop must use a **variety of learning** approaches in order to accommodate the different ways in which people learn.

❑ Learning does not mean information being "injected" into people through provision of facts – it emerges from their own experience. For this reason, **participation** is the key to adult education. The passive format of lectures is the least effective means of training for human rights work – there must be interaction, and the more participants are active the more they learn. For this reason, this chapter focuses on participatory techniques for facilitators, such as roleplays, case studies etc. Reflecting this, the term 'facilitator' is preferred to that of 'trainer.'

❑ Learning is most effective when the objectives have relevance and meaning for the participants in terms of their **own lives,** what they already know, as well as their personal goals. For this reason, section 2 above emphasised the importance of participant selection: try to form a group that will have common goals and learn from each other. For example, include a range of disciplines all working on or affecting one issue.

❑ Learning is meaningless if it is limited to the acquisition of facts and figures. Information must be supplemented by an understanding of **why it is important**, and **how it can be used** to stimulate human rights change. Effective training facilitates this process.

3.6. Applying the principles

Applying these principles involves the 'Trainer' being primarily a 'facilitator':

The aim is to facilitate learning and not merely to provide information. The aim is not academic, such as providing interesting facts, nor is to impress participants with the quantity of complex data the 'teacher' can display. The priority here is the opposite: to render the complex simple. Communication is the priority. This sometimes requires a cultural shift from a focus on 'teaching' by 'experts.'

✓ A facilitator creates an effective learning environment and an active learning process.

✓ Encouraging the active involvement of all the participants (not only in discussions but also, for example, having a sub-group take responsibility for time-keeping by all the participants during one day). This helps to encourage participants to take responsibility for their own learning, as does their preparation by studying the pre-workshop material

✓ Encouraging participants to work through a problem in training, and enhance their confidence in conducting various human rights activities.

✓ Acting as resource to the participants not as an 'expert' who has all the answers e.g directing the participants to the materials and resources they need

✓ Promoting an atmosphere of co-operation. This includes investing time at the outset in games for "getting to know you", see below, on warm-up exercises; and creating an informal, non-hierarchical atmosphere so people are free to speak their mind

✓ Adapting the training and exercises to the specific needs of participants (as above in section 2). This includes linking the training content with other training which the participants have received (see section 2 for the pre-workshop questions to identify that prior training), as well as encouraging participants to constantly relate the training to their 'real life' experiences

✓ Reviewing regularly and wrapping-up: The facilitator re- summarises the material learned from each activity when it is appropriate and practical. This helps the participants be clear about their learning progress and skills development. Also, it gives them time to discuss what they have learned and integrate it in their own behaviour.

Closure: This is a very important part of the training process. The facilitator reviews all of the experiences of the session or the workshop so far, and sums up what has been learned so far. The wrap-up can provide an application of the session content to the daily work setting of the participants to which they will return. A link is made between the current session and the material previously covered – as well as to that material which will be addressed in future sessions.

- Using a variety of educational methods and a variety of visual aids in:
  Role plays
  Case studies
  Small/large group discussions
  Brainstorming
  Mini-lectures
  Power relations analysis

The main methods which can be useful are considered in turn in the sections which follow. Beforehand, regardless of which training methods are chosen, two general hints can help make the trainer's role easier, and better organised:

➢ **Rehearse instructions**: Clear instructions are essential. Giving step-by-step instructions is preferable to giving a list of instructions all at once. It is important not to overload the participants with instructions – give them directions as needed at the start of each day or each session.

➢ **Arrange the room:** For the training to proceed smoothly, it is important to have the room arranged effectively. Easels, flipcharts etc should be placed where all the participants can see them easily. Chairs, tables, etc should be arranged in a manner that allows for easy interaction among the participants, and good eye contact with the trainer/other group members.

3.7. Role-plays

This is a training technique which allows a large number of issues to be raised with participants all at once – this is how issues arise in real life. Role-playing can be used to examine problems, investigate facts, predict responses to advocacy approaches, and generally provide insights into attitudes which are different from those of the participants.

Role plays may involve participants acting out a situation in front of other participants e.g preparing the arguments they would use on a set of facts to take a case to the European Court of Human Rights. The 'actors' are given a detailed description of a situation and are assigned a specific role in it. Roles might be assigned to a team to represent the judges of the Court as well as the applicant and

respondent. Roleplays such as this involve learning through doing, observing and providing feedback and analysis.

3.7.1. How to develop a role-play

✓ Choose a situation that is realistic to the participants and which reflects the training goal of the module

✓ Define the problem to be addressed in the role-play

✓ Determine the number of 'actors' needed

✓ Develop the specific roles for each person by answering these questions:
    i. What is the person like
    ii. What is important about the person's background
    iii. How does the person feel about the other role player(s)
    iv. How does the person feel about the situation

These questions should be written and reinforced orally to the 'actors'.

3.7.2. How to introduce a role play

Regardless of the number of role plays and the types of participation, the facilitator should start the roleplay in the same way:

✓ Describe the purpose of the role-play for all workshop participants

✓ Describe the situation briefly and clearly for all workshop participants, even if prepared written roles are used

✓ Ensure 'actors' are allocated roles which do not reflect what they do in real life, and that they have <u>not</u> faced this problem in reality. Allocate roles in a sensitive manner and to avoid embarrassing a participant.

✓ Brief the 'actors' (without the rest of the participants). Allow enough time to understand their roles If it is an elaborate role play, brief and instruct the 'actors' the day before, so they have time to 'get into character' and even to dress up if they choose – which all adds to the fun – and the learing experience.

✓ Tell actors to add facts/information if necessary during the role-play (the facilitator can adjust the actors' briefing notes to fill gaps identified in this way for the next time). Tell the actors to try to give a realistic portrayal and not to over-react.

✓ Recall the learning objective of the session, and brief the observers as to what they should be looking for.

✓ Set the scene, e.g by arranging chairs.

✓ Give a final reminder to actors as to the time allocated.

3.7.3. How to facilitate a role-play

✓ Start the action by telling the actors to begin

✓ Observe quietly on the sidelines, do not interrupt. Note any issues that will need to be discussed in the plenary discussion analysisng the role-play

✓ Monitor the time and stop the role-play at the appropriate point.

✓ Thank the 'actors' using their real names, and invite participants to clap. It is important in this way to remove the 'actors' from their roles and to provide a transition for the discussion which follows

3.7.4. How to draw together the learning points

✓ Allow the 'actors' to comment on the experience before those who observed (reserving any planned 'surprise' for the observers to later in the discussion)

✓ Among the actors, ask for comments from the person who had responsibility for 'solving the problem' first

✓ Ask for comments/feedback from the observers. Review the way the situation; why the 'actors' behaved the way they did; how it might have been planned/done differently to achieve better results

✓ Encourage the observers to describe their own feelings as events occurred, rather than only analysing the behaviour of the role players.

✓ Summarise the major issues related to the purpose of the role-play – ensure the discussion does not focus on the acting abilities of the role-players. Keep the focus on what the role players contributed to the understanding/resolution of the problem in the situation.

3.8. Group discussions

Communication is a two-way process. Lectures are never as satisfying as learning exercises in which everyone is participating. Discussion is an important way for participants to involve themselves in training. They measure the success of a workshop by their own involvement in it, and the satisfaction they received from participating in meaningful discussions.

3.8.1. How to facilitate group discussion

In large-group discussion, the facilitator will need to prepare in advance the questions, and the learning points they want to emphasise. The facilitator's role is to:

✓ Keep the discussion moving, ask questions, provoke different views, promote a lively exchange of ideas,

✓ Ensure the discussion stays on the subject

✓ Get as many of the participants involved in the discussion as possible

✓ Provide facts, policy, law as needed (or from other participants or facilitators); and distil the key messages as planned from the session.

In essence, the facilitator is a catalyst – stimulating and guiding discussion, serving as a resource to the participants' own exploration of the topic. One of the challenges is to establish an environment in which participants feel free to disagree, try out new ideas, discuss their own experiences and propose solutions, conclusions or strategies.

When it comes to discussion in smaller sub-groups, the facilitator's role is to make the instructions clear and let the group work on their own. Where the workshop is over several days, the facilitator should ensure the same groups are not formed all the time, to keep the interaction lively within them. The facilitator should arrange the groups e.g to reflect diverse backgrounds and experiences. The facilitator should move quietly among the groups to ensure the assignment is understood and is being done correctly and involving all members of the group.

At the end of a sub-group discussion, the conclusion or ideas from each group are usually reported to the full group. The facilitator should invite the small groups to choose their own 'rapporteur'. This 'rapporteur' role should be rotated in the sub-group each time with a new voice presenting to the plenary. This is to ensure that some participants do not sit back and let others do all the work, and to minimise the risk that a group is dominated by one person's ideas.

At the end of the plenary feedback from each group, the facilitator will have prepared questions to ask the group as a whole. By listening carefully to the responses, the facilitator then helps the group draw

conclusions about what they learned. It is important to ask open-ended questions that make people think about their responses rather than questions which prompt 'yes' or 'no' answers.

3.8.2. How to ask questions of a group

More generally, questions should be used to direct the group's attention to issues they have not considered. Ask questions that are:
- ✓ Open-ended
- ✓ Describe processes or procedures
- ✓ Require thoughtfulness
- ✓ Focus on feelings/reactions, and are perceived by the participants as helpful.

Examples follow:

- ✓ If all available information has not been given – you want to encourage the participants to think more: "I wonder if we have received all the information needed to reach a decision?"

- ✓ The discusssion is wandering from the topic – you want to bring it back on track: "What point are we now considering?"

- ✓ A summary of group consensus is needed before continuing: "I wonder if someone could summarise the points where we agree and disagree"

- ✓ Checking for clarity, participants tend to be more motivated to learn when they feel they the facilitator understands them and using the following phrases can be helpful:

  - "If I understand you correctly, you're saying that…
  - "Lets make sure everyone understands the point x is making. Would one of you summarise it for us?
  - *"What you're saying raises a question in my mind. For example, do you…*
  - *"How do the rest of you feel about x's comments"*

3.9. Brainstorming

Brainstorming, in training, has two purposes:

a) To teach participants *not to make judgements* until a maximum number of ideas have been developed.

b) To train participants to *listen positively* to the ideas of others, without making negative comments that discourage creativity

Brainstorming is a structured discussion which is mainly used to solve problems. An example might be how to conduct effective advocacy on a particular human rights issue. It is based on the idea that a group can develop more ideas than an individual thinking alone. The process of brainstorming can be most effective when it has three steps: development of ideas, analysis and action planning:

✓ **Step 1: Development of Ideas:**

- In brainstorming, quantity is the goal: the more ideas the better. Generate ideas without evaluating them - there will be time for that later in the process. This does not mean that quality is unimportant – only that when people stop to challenge quality during the creative process, it inhibits creativity. Put all the suggestions on a flipchart in front of the room during the exercise. This encourages participants to develop ideas.

- Create new ideas by offering alternatives e.g adding, deleting, reversing, consolidating those already suggested.

✓ **Step 2: Analysis of the ideas**

- In the discussion, participants should be encouraged to ask for explanation of unfamiliar ideas.

- The group establishes criteria for selecting the best ideas, then tests the ideas against the criteria. As ideas are rejected because they don't meet the criteria, the group is left with a list of workable options. From these they can select the "best" solution.

✓ **Step 3: Action Planning:**

- Finally, the group moves to the final phase, action planning: This consists of outlining the steps needed to put the adopted solution into operation.

A variation on the above process of brainstorming is useful if the topic is a sensitive one. An example might be discussing barriers to human rights progress and their causes – particularly if there are state officials in the group. Another issue that can be sensitive is asking participants to select the priority human rights issue they feel most needs to be addressed.

In this type of situation, the discussion can be started by first asking people to privately write one idea on a coloured card. The cards are then collected and mixed up by the facilitator. They are read out, and stuck onto a board with the group suggesting how the ideas might be clustered (the cards can be fixed on a wall / a board which has been earlier covered in paper for this purpose by the facilitator). In this way, views are not attributed to anyone - often a more frank and realistic discussion can then take place.

4. AFTER THE WORKSHOP: EVALUATE AND LEARN FROM THE PROCESS

As workshop organisers, it can be very helpful to adapt and up-date the checklists used, so that you learn from experience and ensure that future workshop training is more effective than what has gone

before. This is also the time to consider the feedback from the evaluation forms gathered during the workshop.

On the administrative side, the post-workshop tasks may include the following:

- Assist in the preparation of financial report on the workshop

- Remind the participants to send the administrative forms (e.g for reimbursement of expenses) to head office.

- Translate the feedback received as well as any international trainer's reports, if translation is needed. Disseminate and follow-up.

- Up-date any documents developed in, or for, the workshop, and translate for the future, if necessary.

- Follow-up with any potential future facilitators identified among the workshop participants.

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