Organization & Management Manual for Trainers

December, 2004
Version 3.0

Milieukontakt Oost-Europa
Country Office Macedonia

Organization & Management Manual forTrainers

December, 2004
Version 3.0

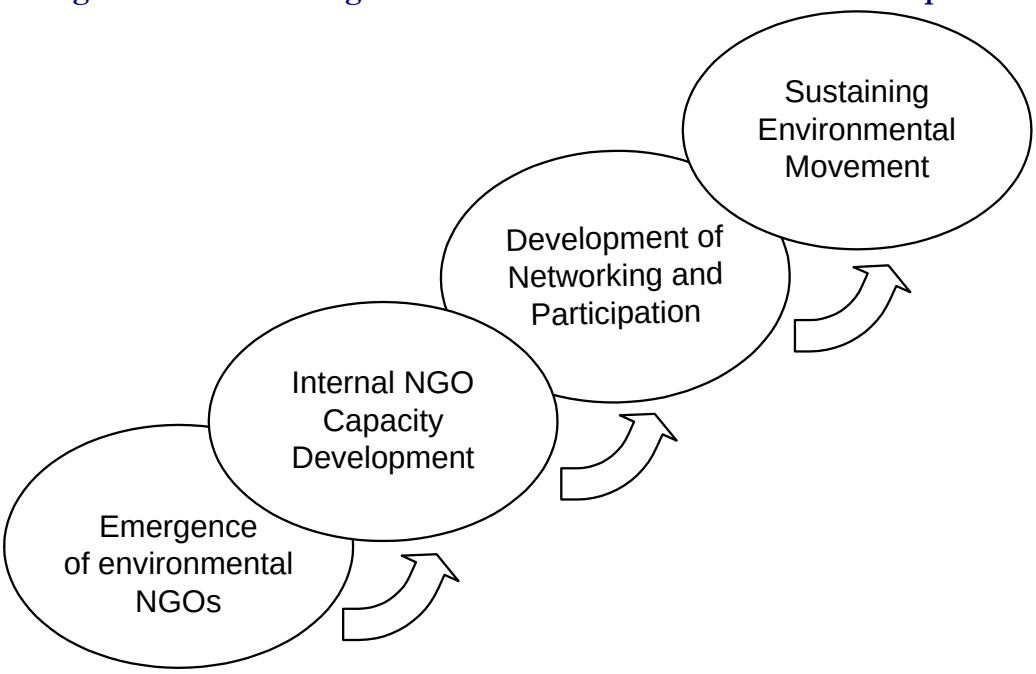
Preface

The idea for this Trainers Manual on Organisation & Management for Environmental NGOs arose in the course of Milieukontakt's first project in Macedonia "Development of Macedonian Citizens Organisations". When we started our project in 2000 we formulated *the development of an environmental movement in Macedonia* as our mission. With this we mean a movement

- that is clearly visible in the Macedonian society;
- that is capable of raising public awareness;
- that is able to influence policy and decision-making in environmental matters.

Based on Milieukontakt's experience in other countries it needs about ten years to complete this mission. The development of an environmental movement could be divided in four stages. Those four stages are sequential. They might be overlapping but there is no way to move from the stage 1 directly to the stage 3 or 4 (see diagram 1).

Diagram 1. The four stages of the environmental movement development



One of the cornerstones of a healthy environmental movement is a well-functioning trainers organisation that is committed to the development of environmental NGOs. Such a trainers organisation would have the capacities for self-learning and for developing their own training materials. The materials developed would be an invaluable contribution to the functioning of environmental NGOs.

With these ideas in mind little by little the idea developed to ask our trainers to assemble different training materials into the trainer's manual that you now have in front of you. It contains training materials that can be used by experienced and new trainers / facilitators that are interested in training environmental NGOs on Organisation and Management related issues by using participatory training methods.

This trainer's manual focuses on the Organisation and Management of environmental NGOs. The general idea is that with the help of this manual a trainer-facilitator will be able to design and conduct effective training sessions that will guide environmental NGOs to arrive at a sustainable organisation with a well functioning internal structure and clarity about its goal and mission.

The manual consists of 9 chapters. Each chapter provides the structure and content for a one to two day training module.

Chapter 1 General Training Issues:
Provides trainers with tools for planning training events and gives trainers insight into different aspects and elements of trainings.

Chapter 2 Facilitation Skills
Informs trainers about basic steps and tools for facilitating meetings

Chapter 3 Project Management
Gives insight into factors that will contribute to successful management of projects

Chapter 4 Project Proposal Writing
Explains how a good project proposal can be structured and written

Chapter 5 Effective communication in the NGO
Explains methods to arrive at more effective communication and to decrease misunderstandings. Also tools to increase the efficiency of meetings are demonstrated.

Chapter 6 Team building
Highlights the dynamics of a team and clarifies how a real team spirit will help NGO members to work more efficiently.

Chapter 7 Public Participation
Explains different methods how the public, groups and individuals can gain access to the decision making process in environmental matters.

Chapter 8 Evaluation
Demonstrates the importance of evaluation and explains the evaluation process and how the evaluation results can be used for feedback purposes.

Chapter 9 Games and Exercises
This chapter contains fifteen games and exercises that will be useful in different phases of training events.

This manual is designed as a tool for trainers-facilitators that work with participatory techniques. Our philosophy is that basically members of NGOs already have the skills and knowledge that are needed to deal with the environmental problems in their

community. The challenge for the trainer-facilitator therefore is to tap into the participants' problem solving skills. Participatory techniques thus challenge the trainer-facilitator to involve all resources available within the group to arrive at the best and most practical solutions to the problems. In this setting the attitude of the trainer-facilitator is of crucial importance. He/she is not the omniscient hierarchical leader that will come up with all the right answers, but his/her role is more towards coaching the group to come up with workable answers to the well-put and provoking questions that the trainer-facilitator asks them.

As a trainer-facilitator you might already know that no two training events are alike. Each training event offers a unique challenge to you as a professional and as a person. Each exercise is an opportunity to try something new and to learn something new, - about managing group dynamics, about the subject matter, and about yourself.
Developing and improving your skills as a trainer is a continuing process. The best way is to start, and to learn by doing. Gain experience by developing your own critical thinking, by learning from your mistakes, and by trying out new ideas. All learning is ultimately self-learning, and although this is a very individual process we hope that the positive atmosphere within the trainers organisation will greatly contribute to this learning by gradually developing into a safe and nurturing learning environment. We hope that this manual will contribute to the development of both trainers organisations and of the environmental NGOs alike and ultimately will contribute to a sustainable Macedonian environmental movement.

The current manual is not finished and as far as we are concerned it should never be finished. We believe that a manual like this one should be open for continuous improvement. We are therefore very interested to receive suggestions for improvement, both from the side from trainer-facilitators as from NGO-members. Your suggestions and recommendations are very welcome at the address mentioned below.

Milieukontakt Oost-Europa
Igor Slavkoski
Chris van de Sanden

If you have comments and suggestions for improvement for this manual then please contact us at:
igor@mkoe.org.mk
c.vandesanden@milieukontakt.nl

The full text of the manual is downloadable in electronic format from Milieukontakt Oost Europa website www.milieukontakt.nl and from the EKO NET website www.eko.net.mk

Table of content

Chapter I General Training Issues

1. Table of content

2. Objectives of the Chapter:

- To inform trainers on general training issues.
- To give trainers some tools for planning training events.
- To increase trainers understanding about different aspects and elements of a training event.

3. Proposed Agenda

15 minutes	**Welcome and agenda review**	**(7-1)**
15 minutes	**Opening exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
40 minutes	**Concept of training**	
	• How we define a good training event	**(7-2)**
	• Learning styles and steps	**(7-3)**
	❖ Discussion in Plenary	
60 minutes	**Designing a training**	**(7-4)**
	• Needs assessment	**(7-5)**
	• Design and setting	**(7-6)**
	❖ Small group session	**(7-7)**
	❖ Discussion in Plenary	
60 minutes	**Organising a workshop**	
	• Steps for organising a workshop	**(7-8)**
	• Some types of roles during training	**(7-9)**
	❖ Small group session	**(7-9.1)**
	❖ Discussion in Plenary	**(7-9.2)**
80 minutes	**Resistance and discomfort**	
	• Tips for challenging and dealing with resistance	**(7-10)**
	• Tips for working with discomfort	**(7-11)**
	❖ Small group session	**(7-11.1)**
	❖ Discussion in Plenary	**(7-11.2)**
20 minutes	**Workshop summary and evaluation**	**(7-12)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

This Chapter of the Trainers' Manual is about the basic elements and steps of designing and organising training events.

In the course of their work many NGOs organise training events . Their success impacts on the development of the organisation, including: better-implemented projects; improved NGO reputation; accomplishment of NGO goals and objectives; more partners for cooperation, etc. These are just few of the reasons for improving the quality of the training events that are happening almost daily in the NGO sector. Of course, there already have been many successfully conducted workshops And there are many organisations that have experience in organising such events. However, there are few written materials and guidelines on how to start and prepare for a training event, and the intention of this chapter is to fill that gap.
This Chapter is designed to serve the trainer as a guide to transferring knowledge, skills and experience, in order to lead the group to the preparation of a successful training event.

The Chapter includes: general information on training and learning styles; analysis of the need for developing and designing a specific training; steps in organising a workshop; roles during a training event; and challenges for dealing with resistance and discomfort during training execution.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review **Instructions** Welcome the participants and thank them for coming. State the reasons the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical information that establishes the trainer's credentials. Personalise the formal introduction. Ask each participant to introduce him-/herself, learning something new about where they work, why they work for the organisation and/or personal interests (or use exercises No. 3, 4, 5 or 7 form the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the participants are in terms of their interests, motivation, and background Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. Go over the agenda and announce break times. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour with participants.	*15 min.* Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercises No. 12, 13 or 14 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** Transition to the introduction of the workshop topic by giving general information on training issues and what efforts are necessary to design, plan, and organise a successful workshop. **Content** Training is a slightly new way of learning in East and Central Europe, where the conventional lecture and presentation are more usual than interactive and participatory learning methods. Training can be planned and realised for many reasons, such as: • Focusing energy on issues. • Making work and issues visible. • Supporting other interventions. • Legitimising issues. • Promoting change.	*15 min.* Presentation

- Reducing risk.
- Creating a sense of community based on some shared experience.
- Building teams.
- Training new staff members
- Communicating and disseminating knowledge and information.
- Certifying and licensing.
- Rewarding past performance.
- Developing skills
- Trying out new behaviour by practising skills in a safe environment

Without taking into consideration the reason for the training, some issues are relevant for the trainers and therefore they will be mentioned in the following pages.

***7-2. How do we define a good training event*:**

15 min.
Presentation

Instructions

Make an introduction to the topic by stating the necessary factors that are required in order to have a successful training. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content

First of all, we should be clear about the characteristics of the training as form of education, comparing it with other forms, e.g., lecture, presentation. Active participation and discussion in the group are crucial elements of a training. Training aims to work on the social skills of a group of 3 to 20 participants. They work with a proposed set of topics, but the agenda is not set in stone. A specialist who has the necessary qualifications in the particular training field leads the training.

Training is an interactive way of learning in which communication flows:

- Between the trainer and the group;
- Between the group and the trainer;
- Between participants.

Lectures and presentations focus on information delivery, with little attention to skills building and promoting changes in approach, but the training should include all three components in order to achieve real development at the personal and organisational level.

Seminars are short forms of education aimed at increasing the knowledge and skills of groups of 5 to 50 or more participants. In seminars, participants usually work with already prepared materials and a fixed agenda.

Why do training?

- To give to the participants a general orientation, guidance or overview of a certain topic;
- Participants learn to do one or a few things better;
- Creating a common language and understanding, the need and means for analysis and resolution of issues;
- Increasing enthusiasm and motivation for work;
- Creating confidence in, and support from other participants.

Questions for Trainers

- What is the main difference between training and other forms of education?
- How to handle people with different intentions and with different levels of experience?
- How to make sure that the training programme will match the participants' needs and expectations?
- How to deliver topics within a given framework?
- How to allow for flexibility within the programme
- How to organise the setting of the training?
- How to evaluate the programme?

***7-3. Learning styles and steps*:**

15 min.
Presentation

Q&A

Instructions

Continue the presentation by describing the four main learning types. Ask participants for questions at the end of the presentation.

Content

The success of the training obviously depends very much on the participants' willingness to learn. First of all, the trainer should make clear that adults already have experiences in learning that determine their relationship to the training as well as to the trainer. Previous experience will have resulted in each person having a preferred learning style, such as:

Theorist – Prefers to have information.
You can identify them from their questions, because they have more and more…

Observer – Prefers to see others participate first.
These participants are quiet but active; they do not like participating in games, but they provide feedback in the sharing discussion after a role-play.

Activist – Prefers action.
These people immediately stand out. They are very active, they like participating in role-plays, but they become tired of presentations very quickly.

Pragmatist – Prefers to have a logical framework.
They are very happy when you present a model on the flipchart and raise questions related to that particular scheme.

These four learning styles are usually graphically presented as a circle; the so-called learning cycle; The most comfortable way to start learning and to 'step into the circle' is based on experience. There is no best order. Generally speaking, theorists very much like to start learning by asking for information and reading before they do something.
Observers need to have the opportunity to look at others' examples and performance before they implement their own programmes. Activists like to

'jump into deep water' and learn from their own experiences. For pragmatists, having structures and a visual scheme is crucial in order for them to be able to understand the topic.

Trainers have to take all these different learning styles into consideration in designing a training programme, and so the agenda should contain information delivery, role plays with the opportunity to observe, and visual schemes, models that will satisfy different learning styles of all participants. A flexible trainer can modify the agenda after identifying the participants' learning styles to ensure learning options.

Another very interesting challenge for the trainer is a group representing different levels of knowledge and experience. Understanding this and designing the agenda to satisfy the different levels is also a very important success factor. This requires that the trainer in preparing the training assessed what the participants already know and what their needs are.

When working with people, one should keep the following in mind:
- Every individual is important;
- Every individual has an opportunity for growth through training;
- Learning takes place through practical work;
- A trustful and relaxing atmosphere will allow people to learn;
- It's important to encourage the participants to provide and receive feedback;
- Group work creates better solutions;
- Group work increases effectiveness and productivity.

***7-4. Concepts of training; introduction discussion*:**

10 min.
Discussion in Plenary

Instructions
Ask participants to comment on what they have learned about the subject and to share any personal experiences. Open the floor for questions, comments and discussion.

***7-5. Needs assessment*:**

10 min.
Presentation

Q&A

Instructions
Begin your presentation by giving an overview of the process of assessing a need for training. Briefly explain what questions should be answered for this step in the preparation process. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
First of all, the training programme should be based on a needs assessment done beforehand. The assessment can be done by a questionnaire and/or personal/group interview, if that is possible.
The trainer should raise questions in terms of the following:
- What kind of experience does the participant have?
- What expectations does the participant have?
- What does s/he want to use the learnt materials for?
- What does s/he prefer in terms of setting and delivery?
- Others

The questionnaires have to be analysed and the results have to be taken into consideration in the design and delivery of the training.

Clarification of expectations must be done at the beginning of the training even if a wide ranging needs assessment was conducted; because expectations change, the trainer has to check them.

***7-6. Design and setting*:**

20 min.
Presentation

Q&A

Instructions
Continue the presentation by providing step-by-step guidance on how to design training. Ask participants for questions at the end of the presentation.

Content
Start the design of the training concept by taking into consideration the following issues and steps:

Begin by assessing your learners. What **knowledge** do they need to acquire? What **skills** do they need? What **attitudes** should they exhibit after the training? From these, develop your learning objectives and use them as you design your training plan.

Treat each objective as a major topic in the training. Put the objectives in a logical order. You may want to rearrange them later – think of this as your working draft.

Identify the most important elements for each objective. These are the key concepts that need to be addressed for each objective. Develop a learning curriculum by being selective. Prioritise the content of the training into materials that participants:

- **must know** – this material includes the key concepts you will be teaching. These are essential to the achievement of your objectives.
- **should know** – this material provides clarification of the key concepts, including the reasons behind them.
- **nice to know** – this material is interesting, but not essential to the learning process. These could include examples or stories to support the key information.

Arrange the content in a logical fashion, building from simple to complex. In order to do this, it is important to identify the current level of knowledge among the participants. Present the material in small sections, starting from what is already known and moving to the unknown.

Add more details as necessary, but limit the information to a manageable amount. Avoid the tendency to throw in everything you know about a given topic. The result is a rushed session in which learners are overwhelmed and retain very little. When the content level is kept moderate, learners have some time to reflect upon what is being presented and to relate it to what they already know. This promotes a higher retention rate of the information you do present.

Select the resources you will use. These include training space, equipment, presentation tools and software, etc.

Select the techniques and the materials you will use and prepare for each phase of the training, such as icebreakers, PowerPoint presentations, handouts, and visual aids. These resources greatly enhance learning if they are well done and tie closely to the presentation.

Determine the approximate time it will take to present each segment of the training topic.

Do practices run of your session to smooth the rough edges, to adjust your timing, and to identify technology problems or weak content areas.

Design of the training, as agreed on above, is crucially important. The trainer has to know that if the agenda is between 9 a.m. and 5 p.m., it does not mean 8 hours working. If there is a one-hour lunch break and two small breaks, the group "loses" one-and-a-half hours; adding exercises and games, the maximum that the group can utilise for learning is approximately 5 hours. In order to achieve all the goals and objectives set up in the contract, the trainer should divide the training into 4 parts and carefully plan what s/he wants to say in each section.

The general agenda usually looks like this:

- Introduction,
- Warm-up game
- Block I.
- Break
- Block II.
- Lunch break
- Energising
- Block III.
- Break
- Block IV.
- Closing

The best way to structure the training is for the trainer to deliver the main messages and knowledge in Blocks II and III.

Block I is good for warming up participants to the given topics, asking them about their experiences, formulating main issues together, etc.
Block IV is very good for summarising, emphasising the main lessons learned, key points, etc. In the Closing, the trainer has to make sure that everyone leaves the training with answers to her/his questions, and that the group has a common understanding of the actual topic and issues that have been raised in the training programme.

The success of the training depends to a certain degree on the setting of the training room and its climate. The most appropriate setting for interactive learning is when we put chairs in circle and everyone has an equal opportunity

to see the flipchart or the board we use.

Learning can be even more successful if the trainer gives handouts and flyers to the participants, because taking notes, listening to the trainer and to each other, and participating, all at the same time, is too much for them.

Some basic tips that are valid for any type of training:

- Don't plan more than three full activities for a day.
- Mark times to begin and end activities on your design notes.
- Negotiate time from the beginning of the workshop.
- Cut from the middle, not from the beginning or the end.
- Cut the amount of data generated and processed. Simplify tasks.
- Have a timekeeper.
- Negotiate shifts in plans with participants.
- Negotiate when unanticipated issues arise. "We have spent 15 minutes on this now and it seems we are not finished. Do people agree that this issue is important to pursue?"

More tips for the training:

- Maintain eye contact with the participants while speaking.
- Never carry out other activities while a participant is speaking (for example, leafing through the script).
- Let participants finish their sentence. Do not cut them off or complete the sentence for them.
- Pay attention to the body language of the participant. There may be signals that give you a cue for asking further questions.
- Open palms show the participants, "I am open for you."
- Move around and approach the participants openly.
- Do not point at the participants with a pen.

Avoid staring at:

- The ceiling – "Where are the saints?"
- The floor – "Looking for the mushrooms?"
- Your script – "Admiring your script?"
- The transparency or the flipchart – "Entranced by the media?"
- Only one half of the room – "Right – or left-heavy trainer."
- One or just a few participants - "Trying to hypnotise?"

***7-7. Assessment and design exercise*:**

20 min.
Small group session

Instructions

Divide participants into groups of 2 to 4 people, depending on the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask the participants in each group to select a particular target group that may need training and to answer all the questions that were mentioned in the presentation by generating needs analysis ideas and create a design for a training that can meet training needs of the selected target group.

7-7.1 Assessment and design discussion:
Instructions
Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

10 min.
Discussion in Plenary

7-8. *Steps in organising a workshop*:
Instructions
Refer in your presentation to the details of organising a workshop, once you know what the training needs are, and you have a design for the training. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

15 min.
Presentation

Q&A

Content
Always follow the following steps:
Identify participants

- Make sure you have good representation at the event. You can select participants by announcing the event or by inviting certain people. In both cases you need to have certain criteria for selecting participants

Develop the agenda

- Develop your agenda with input from the organisers, presenters, and the assessment done with the potential participants.

Set date and hours

- Consider holidays, school schedules, and local events when deciding the workshop time.

Choose location

- The location should have plenty of workspace. Tables for 4 to 6 persons are ideal. Additional tables are needed for supplies, publications, and audio-visual equipment. Note location of electrical outlets. Remember to ask if the facility will be available for 1 to 2 hours before and after the workshop to allow for set up and clean up.

Reserve audio-visual equipment

- During your work and presentations you can use transparencies with an overhead projector and screen (or white wall). You can download text and images from Internet or use text processing software to make transparencies, PowerPoint presentations, or other visuals.

Determine cost

- Remember to calculate costs for the event, such as room rental, materials, photocopying, mailings, and accommodation, food and refreshments. Decide who will cover which costs.

Publicise the event

- Publicity depends on your audience and the type of the event. You can try invitation letters, press releases, flyers, electronic mailing lists, etc. Provide workshop description, invitation or registration form, and agenda.

Assemble supplies

- Gather the supplies on time. Make a list of what you need, and

start collecting things ahead of time, never at the last minute or on the evening or the day of the event. Be prepared for extra participants.

Practice activities

- Even if you have done the activities before, practice them with the supplies you have. The confidence of your participants depends on your confidence as a leader.

Train assistants

- Extra hands are always welcome for greeting participants, cleaning up, circulating handouts, and facilitating during the event. If the workshop has more than 10 persons, you definitely need a second facilitator. Whatever the role of your helpers, make certain that they understand their responsibilities.

Gather publications/handouts

- You may create and write materials and handouts or you may photocopy information from manuals and publications that you already have. Make sure you do not violate any copyright laws and make a short acknowledgement statement when you use somebody else's materials.

Arrange refreshments

- Lunch or snacks provide a chance for further discussion and a chance to relax and refuel. Food and beverages can be provided, if your budget allows that.

Set up workshop space

- Arrange the workspace according to the work style of the presenters, facilitators, and the work that has to be done. Number of participants and room size will have an impact on how to set up the room. Place supplies on tables or in an easy-to-reach location. Have publications and handouts ready. Check that audio-visual and other equipment is working.

Engage participants

- Confirm participation via mail, email, or telephone prior to the workshop. Provide name tags. Ask participants to supply contact information when they sign in. Start off with an icebreaker and personal introductions. Lead discussions and activities. Draw quiet people into the group. Allow time for exploration, sharing, and questions. Be flexible.

Carry out an evaluation

- Make sure to ask feedback from participants, either orally or in writing, in order to assess how they think about the training. This will allow you to continuously improve your performance.

Clean up

- List supplies that were consumed so they can be replaced. Gather extra publications and handouts for later use. File participant list. Clear tables and space and return to original formation if time allows.

Follow up with Participants

- Contact participants to thank them for attending and to

answer any questions they might have. You can evaluate the success of the event even few months afterwards.

7-9. Some roles during training event:

15 min.
Presentation

Q&A

Instructions

Continue the presentation by providing information on different types of roles that can exist in training events. Spend some more time on defining the roles of a facilitator. Ask participants for questions at the end of the presentation.

Content

Some types of roles during a training:

- Facilitator
- Lecturer
- Moderator
- Participant
- Technical person/logistics
- Organiser of the training

Facilitator's roles:

- Defines general rules and defines roles;
- Ensures clarity in the work process;
- Encourages participation from everyone;
- Uses different approaches to provoke and hear everyone's opinion;
- Has good observation skills and monitors the overall work;
- Follows group dynamics and participants' body language;
- Manages dominant participants;
- Decides whether he/she should share ideas and opinions or remain neutral;
- Uses paraphrasing to transition to the next subject;
- Decides when to summarise and bring the discussion to an end.

7-9.1 Organizing workshop exercise:

20 min.
Small group session

Instructions

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask the participants in each group to work on the selected training topic and to plan everything they should do to organise the event and to divide roles and responsibilities.

7-9.2 Organizing a workshop discussion:

15 min.
Discussion in Plenary

Instructions

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-10. *Dealing with resistance*:

10 min.
Presentation

Q&A

Instructions

Refer in your presentation to some tips on how to deal with resistance and difficult participants in the training event. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content

Tips for challenging and dealing with resistance:

- Smoke out the real agenda. Pose questions that require resisters to clarify what they mean and what they want. Often this is not communicated verbally.
- Give people the benefit of the doubt, initially. Believe that people can and do want to do the right thing.
- Confront the issues. Summarise what you hear the resister saying, encourage other participants to get involved. Clarify where you stand and why you are doing things this way.
- Don't belittle the resister. Even if the resister's behaviour is destructive, stick with their statements and behaviour.
- Ask the other participants for their responses. Do not let things become a two-way discussion between you and the resister. The group also then takes responsibility for the time spent.
- Be prepared to shift and adapt if this is required. Most resistance is not sabotage. Propose a shift of plans to accommodate anxieties.
- Use resistance for new insights. If possible, relate the resistance to a larger issue the group is examining. Encourage people to gain new insights.
- Know when to move on. At some point you may have to agree to disagree. Restate different positions and summarise differences and agreements. Agree on a form for the process to move on, then take a break.

7-11. *Working with discomfort*:

10 min.
Presentation

Instructions

Continue your presentation by giving tips on how to work with discomfort and what steps to take to overcome it and engage participants back in the work. Ask for questions at the end of presentation.

Content

Tips for working with discomfort:

- Watch for the symptoms: silence, shuffling, frequent breaks, side conversations, repeated returns to more comfortable terrain, personal attacks, avoidance.
- Name what you think it is.
- Probe what people say they mean. "Are you saying...?" "Say something more about that..." "Do you mean...?"
- Don't be afraid of silence. Don't fill the spaces.
- Give support to talk about feelings.
- Ask permission to pursue discomfort. Name what you think is going on, ask the group to do the same, ask to pursue this. It is a different way of dealing with the agenda than planned, and ask the group if it finds this process useful.
- Record what people say on a flipchart for referral and memory.
- Ensure that there will be time to heal. Don't pursue this during the last five minutes. People need time to heal and come back together as a group, referring what has happened to the process and their goals.
- Encourage participant contributions. This promotes equal

responsibility for the process.

- Know when to move on. Repetition, introducing other subjects. Summarise and move on to original agenda.

7-11.1 Practicing facilitation exercise:

30 min.
Role play

Instructions

Divide participants into 3 or 4 groups. Provide enough space for groups to work without interference. Participants in each group should assume different roles, one of them being the facilitator, others participants, but with some specific role or task (like Mr. Know It All, shy person, participant who talks all the time, etc.). Ask the participants in each group to work on some scenario and simulate a training event with their roles. The main task will be given to the selected facilitator to manage the group and to go through the training event the group plays/simulates.

7-11.2 Role play discussion:

30 min.
Discussion in Plenary

Instructions

Ask each group to perform their role play. Open the floor for questions, comments and discussion.

7-12. *Workshop summary and evaluation*:

20 min.
Presentation

Q&A

Instructions

Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.

Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.

Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave.

Chapter II Facilitation Skills

1. Table of content

2. Objectives of the Chapter:

- To inform trainers about the basic steps of facilitating a meeting and the tools used in facilitation.
- To give trainers an opportunity to experience a process for generating plentiful and creative ideas on an issue.
- To increase trainer understands of different methods of decision-making, when it is appropriate to use each method and some practical experience in consensus decision-making.

3. Proposed Agenda

15 minutes	**Welcome and agenda review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
30 minutes	**Basics of Effective Facilitation**	**(7-2)**
	• General suggestions for meeting Facilitation	**(7-2.1)**
	• Qualities of a good facilitator	**(7-2.2)**
	• Some helpful language for facilitation	**(7-3)**
	❖ Discussion in Plenary	**(7-4)**
90 minutes	**Brainstorming**	
	• Basic purpose and function of Brainstorming	**(7-5)**
	• Brainstorming ground rules	**(7-5.1)**
	❖ Small group sessions: Exercise – Deciding Your Vacation Spot Exercise – Generating Ideas on a Community Issue	**(7-5.2)**
	❖ Discussion in Plenary	
40 minutes	**Workshop Brainstorming Method**	**(7-6)**
	• Procedures for conducting a Brainstorming workshop	**(7-6.1)**
	❖ Exercise: Workshop Brainstorming method	**(7-6.2)**
60 minutes	**ORID method / Basic Conversation Method**	**(7-7)**
	❖ Exercise: ORID Method	**(7-7.1)**
90 minutes	**Methods of Decision-Making**	

- Different methods of decision-making **(7-8)**
- Majority rule Decision Making **(7-8.1)**
- Consensus Decision-making **(7-8.2)**
- Consensus versus majority rule **(7-8.3)**
- Proposed process for consensus Decision-making **(7-8.4)**

❖ Small group sessions:
Exercise - What should we plant in our garden? **(7-8.5)**

20 minutes **Workshop summary and evaluation** **(7-9)**

Note:
This bullet point refers to interactive exercises

4. Introduction

The "Facilitation skills" Chapter of the Trainers' Manual is focused on developing the skills of the participants to help them improve in their functioning as members or leaders of an NGO, or in their professional career.

Strong facilitation skills are critical to the success of a meeting. Facilitation skills are most thoroughly learned through observation and experience. A good facilitator is concerned that the objectives of the meeting get accomplished, that the discussion keeps moving toward accomplishing these objectives, that participants do not get stuck arguing or telling irrelevant stories, and that decisions are actually reached.
This Chapter is designed to help the trainer to provide basic training on facilitation skills and methods and as well to serve as a guide for practicing and implementation of these methods.

The Chapter includes basic elements of facilitation and several different methods for facilitation, such as: Brainstorming; different methods of decision-making; the ORID method as a basic conversation method; and the Workshop brainstorming method. The chapter also includes Procedures for practicing and implementation of the methods.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review	*15 min.*
Instructions Welcome the participants and thank them for coming. State the reasons why the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical description, which establishes the trainer's credentials. Personalize the formal introduction. Ask each participant to introduce him-/herself, telling something new about where they work, why they work for the organization and/or personal interests (or use games No. 3, 4, 5 or 7 from the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the individuals are in terms of their interests, motivation, and background. Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. Go over the agenda and announce break times. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour (smoking, use of mobile telephones, etc.) with participants.	Presentation Individual presentation Q&A
7-1.1 Opening exercise Refer to exercise No. 14 from the "Games and Exercises" Chapter in this manual	*15 min.* Exercise
7-1.2 Transition **Instructions** Transition to the introduction of the workshop topic by giving general information on facilitation skills and why it is good to have those skills. **Content** Strong facilitation skills are critical to the success of a meeting. Facilitation skills are most thoroughly learned through observation and experience. A facilitator fills a role similar to that of a "chairperson" but never directs the group without its consent. He/she helps the members of a group decide what they want to accomplish in a meeting and helps them accomplish these goals. A good facilitator is concerned that the objectives of the meeting get accomplished, that the discussion keeps moving toward accomplishing these objectives, that participants do not get stuck arguing or telling irrelevant stories, and that clear decisions are actually reached. The facilitator initiates suggestions for improving the group process, which the group may accept or reject, but at no time does he/she make decisions for the group or take on functions which are the responsibility of the group as a whole. A good facilitator helps participants to be aware that they are responsible, that it is	*15 min.* Presentation

their business that is being conducted, and that each person has contributions to make to the group.

7-2. Basics of Effective Facilitation

10 min.
Presentation

Instructions
Explain that you will give general suggestions for facilitation during meetings. You can use flipchart paper or transparencies to support major talking points from your presentation.

Content
The facilitator's job is to schedule and allocate time for each agenda item, and to try to achieve agreement or consensus on recommendations. If this is not possible, the facilitator tries to assure that the group's recommendations reflect the views of the majority within the group. Important points or disagreement may also be reported.

A facilitator does not lecture, dominate the discussion, ask several questions at once, allow one person to dominate the discussion, over-control the discussion, talk too much, or get involved in the discussion.

A good facilitator uses questions rather than statements to elicit responses from participants!

7-2.1 General suggestions for meeting facilitation:

10 min.
Presentation

I. Bring out opinions:

- Encourage the expression of various viewpoints; the more important the decision, the more important it is to have all pertinent information (facts, feelings and opinions from all participants).
- Call attention to strong disagreements. When handled openly, differences of opinion can yield creative solutions.
- Ask people to speak for themselves and to be specific. Do not allow statements like, "Some people seem to feel…" or "What he/she is trying to say is…" Encourage people to use "I" statements.

***II.* Help everyone to participate:**

- Do not let two or three people monopolize the discussion. Ask for comments from others.
- Some people might need to be asked to speak more briefly or less frequently.
- When there is a need for a lot of discussion or clarification involving everyone, small groups may be used to increase participation and to bring proposals for further discussion and decision back to the large group.

III. Keep the role of facilitator neutral:

- If the facilitator has personal opinions to offer, he/she should do so outside of his/her role as facilitator. For example, he/she might say, "Stepping out of my role as facilitator, I think…"
- If the facilitator finds himself/herself drawn into the discussion

in support of a particular position, it would be preferable to step aside as facilitator until the next agenda item. If a replacement facilitator has not been planned for, ask for a volunteer.

IV. Keep discussion relevant.

- When the discussion is drifting off the topic or becoming trivial, point this out to the group. Cut off discussion when repetition occurs or when people become weary.

V. Find consensus.

- Remember, consensus is not necessarily unanimous agreement, it is a decision that everybody can live with.

VI. Keep track of time

- Remind the group before time is up. If a timekeeper has been selected, be certain that he/she is alert.

7-2.2 Qualities of a good facilitator

- Trust in other people and their capacities
- Patience and good listening skills
- Self-awareness and openness to learn new skills
- Confidence without arrogance
- Wide experience in life and good common sense
- Respect for opinions of others, not imposing ideas
- Practice in creative and innovative thinking
- Ability to create an atmosphere of confidence among participants
- Flexibility in changing methods and sequences, not always sticking to a pre-set sequence and techniques
- Knowledge of group development, including the ability to sense a group's mood and change methods or adjust the program on the spot
- A good sense of the utilization of space and materials in order to create attractive physical arrangements for the participants
- Sensitive to the needs of the people in the group
- Skills in drawing and handwriting

7-3 Helpful language for facilitation

5 min.
Presentation
Q&A

Instructions

Refer in your presentation to some phrases that can be helpful for a facilitator at different times during a meeting. Ask for questions at the end of the presentation.

Content

Below are some phrases that can be helpful for a facilitator at different times during a meeting:

- *To get the discussion started:* "What do you think about this problem?" "What has been your experience on this type of problem?" "Can anyone suggest what information we need at this stage?"
- *To encourage more participation:* "How does what we have been saying so far sound to the rest of you? What other aspects of the problem have we missed?"

- *To limit overactive participation:* "You've made several interesting observations. Does anyone else want to add to them?"
- *To orient the discussion:* "Where do we stand now in relation to our objective?"
- *To keep the discussion moving*: "Do you think we have spent enough time on this phase of the problem? Can we move on to another part of it?"
- *To press for a decision:* "Am I right in thinking that we have reached agreement on this point? We seem to be moving toward a decision now, so can we consider what it will mean if we decide it this way?"
- *To draw people out:* "Has anyone else ever had that experience? Tell us more about that; how does it work?"
- *To clarify the group's commitment for a decision:* "I'm I right that the decision taken is…"

7-4. Basics of effective communication discussion

Instructions

Ask participants to comment on what they have learned on the subject and to share any personal facilitation experience, if any. Open the floor for questions, comments and discussion

15 min.
Discussion in Plenary

7-5. Brainstorming - Basic purpose and function

Instructions

Present the information and elements of effective brainstorming. Provide information on what you need to undertake a brainstorming session. You can use flipchart paper or transparencies to support major talking points in your presentation.

20 min.
Presentation

Content

Brainstorming is a technique that groups use to develop as many ideas as possible without evaluating how practical the ideas might be. The atmosphere is relaxed and participants are urged to be as spontaneous and uninhibited as possible. Brainstorming is a useful technique for:

- Generating as many novel ideas as possible within the group for later evaluation;
- Encouraging practical-minded individuals to think beyond their day-to-day perspective;
- Examining a problem from new angles when more conventional techniques have failed to produce a solution; and
- Fostering creative thinking.

Many people find the freedom of expression in brainstorming to be intellectually stimulating, and problems that seemed to be unsolvable can be approached in more creative and productive ways. Brainstorming also encourages all members of the group to participate so that the more vocal or forceful people do not dominate.

To facilitate a brainstorming session you will need the following:

- A facilitator to help the group accomplish its task by following the brainstorming rules.

- A meeting room with chalkboard, flipchart and/or a sticky wall so that ideas generated can be viewed by all participants and saved for follow-up discussion.
- A conference table or semicircle arrangement of chairs to expedite brainstorming and the following discussion.

Before getting started on a brainstorming session, clearly define the subject. You can either have group members just call out ideas as they come, take turns with hands raised, or go in turn around the room. Another technique is to break into smaller groups and have some time to think and write down ideas before sharing with the large group. Be sure that someone is designated to record ideas as they are contributed.

7-5.1 Brainstorming ground rules

20 min.
Presentation

Q&A

Instructions

Refer in your presentation to some brainstorming rules that will help generate better ideas during the brainstorming sessions. Ask for questions at the end of presentation.

Content

Brainstorming Rules

a. Team members sit in a circle.
b. The facilitator explains the procedure to be used and all participants agree to a specific statement of a simple problem.
c. One person contributes the first idea about how to solve the problem. Then the individual next to that person contributes an idea and so on around the circle until no one has any ideas left to contribute.
d. While team members are contributing ideas, someone records them on a flip chart in full view of all members. The phrasing used by the person who contributed the idea is followed as closely as possible.
e. ***No criticism, evaluation, or judgment is allowed while the members are contributing ideas.*** Discussion is limited to clarifying the meaning, rather than the value, of an idea.
f. The facilitator will call for active contribution from all participants. However, anyone may pass if he/she has nothing to contribute at the moment.
g. Anyone may "piggyback" or build on a previously stated idea (by adding to it, improving on it, or using it as a springboard to another idea), as long you have the consent of the person who originally proposed the idea.
h. Quantity is more important than quality. ***No idea is too "crazy" to mention.*** Far-fetched ideas may trigger more practical ones.

7-5.2 Brainstorming Exercises

15 min.
Small group session

Deciding Your Vacation Spot exercise

Instructions

Using the Brainstorming rules ask all participants to brainstorm on the characteristics that a favorite vacation place should have. Ask One participant to write down the ideas on a flip chart.

Generating Ideas on a Community Issue exercise

Instructions

Using the Brainstorming rules ask all participants to brainstorm on the community priority issues that are most important for them. Ask one participant to write down the ideas on a flip chart.

20 min.
Small group session

Brainstorming discussion

Instructions

Ask participants to share what they have learned on the subject and on the information presented and the exercises. Open the floor for questions, comments and discussion.

15 min.
Discussion in Plenary

7-6. Workshop brainstorming method

Instructions

Present the general information on the Workshop Brainstorming method. Point out the advantages of the method that makes it different from other brainstorming methods. You can use flip- chart paper, sticky wall and A5 paper cards to support major talking points in your presentation.

40 min.
Presentation

Content

This method is very useful for assessing problems and needs, identifying solutions and projects, formulating project tasks and responsibilities. The method is very helpful for managing and running projects and in encouraging people to be enthusiastic.
This method focuses on several major issues:
- What is needed to canalise the opinions of group members?
- How do you combine and share the different ideas?
- How do you build consensus within a group?
- How do you develop joint solutions?

7-6.1 Procedures for conducting a Brainstorming Workshop

a. Design a Focus Question
Rational Objective: What would you like to achieve with the group in regards to content?
Experiential objective: Describe what you would like to experience with the group during the process.

Formulate out of the topic and the rational objective a focus question:
Mostly the question starts with, "What steps can we take?", or, "How can we . . . ?" etc...

b. Context
Highlight the focus question;
For example:
What are practical ways to build effective teamwork?
Explain the purpose/objective and product of the workshop.
Explain the workshop process.

c. Warm-up questions
The goal of warm-up questions is that they quickly generate ideas and options, and invite everybody to participate enthusiastically. To maintain the flow in the session, each participant briefly mentions an answer and then the

next person steps in and so forth. This part with the warm-up questions will normally take a few minutes.
Ex: - Can you mention an occasion from the past (related to the topic)?
- What was going well? What was nice?
- What was difficult?
- What have you learned from that?
- What are some things that need to be improved?

Repeat the Focus question:
Can somebody give an example? (2 times)

d. Brainstorm
Individual brainstorm: all participants are invited to quickly write down their ideas on a piece of paper.
Then they are asked to select and highlight the 5 most important ideas.
Then sub-groups (around 3 – 5 persons) are formed and they are asked to come up with around 6 - 10 ideas per group;
Those ideas should be written on A5 paper;
- Written big,
- One idea per card
- 3 - 5 words per card
Tip: As a facilitator you have to estimate that you need around 30 cards at most. This is not related to the size of the group.

e. Putting the cards on the sticky wall
The facilitator asks the participants to give them their idea cards and those cards will be put on the sticky wall so that everybody can see them and they will be read out aloud. Not all cards will be asked at once, but they will be put up in different rounds. For instance by asking some of the following questions:
- Can you give me your two most effective ideas?
- Can you give your most creative idea?
- Can you give your most difficult idea?
- Are there cards/ideas that are totally different from the ones presented so far?

After each question the idea cards are collected and put on the sticky wall.
The facilitator asks somebody to read these cards out loud.
The facilitator asks if there are questions for clarification.
If so, he invites the author(s) of the idea card to explain the card.

f. Organizing the cards
After each round of collecting the cards the cards that represent a similar idea are put together. The facilitator asks the participants if there are ways to cluster the cards.
Questions that can be used:
- Which cards are similar or have the same intention?

Little by little clusters of cards will be formed
The facilitator will place an A5 card above each cluster with a symbol on it (sun, moon, star etc.)

- The facilitator will ask the participants to put the appropriate symbol in the right hand corner of all the remaining cards that they still might have in front of them.
- Checking the individual brainstorm. Is there a card that is not there? Please look at the notes of your individual brainstorming session. Write these on cards.

g. Naming
The facilitator will ask the participants to come up with suggestions for titles that will replace the symbols. Those titles should clearly cover all the ideas that are listed below the symbol.
The facilitator then will ask the participants to:
- Read the focus question.
- Read the result from each column, starting with the biggest.
The title should summarize each column or cluster in one to five words.
The facilitator will go from the biggest to the smallest column.

h. Evaluation
Read the focus question and the results.
Which outcome is the nicest?
Which one is the most difficult to realize?
Which is the most important to work on?
What will be our next step?
Where are you going to work in the next step?

7-6.2 Workshop Brainstorming method - exercise

30 min.
Exercise

Instructions
Divide the group in to groups of 8. For each group, ask one participant to be a facilitator to practice the method learned. Before the exercise, help the facilitators prepare. Let the groups practice the method by working on some simple everyday issue. At the end, reflect on the feelings and behavior of the facilitators and the groups. Ask the groups to list the positive and negative sides of the method

7-7. ORID Method / Basic Conversation Method

40 min.
Presentation

Instructions
Present the general information on the ORID method as a basic conversation method and what makes it different from the other conversation methods. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
Basic Conversation Method Overview
Every experience is a potential focus for reflection. The basic discussion method is a progression of questions that take the group on a journey of consciousness. This method is useful for reflecting on experiences such as a film, a project site visit, a planning session, a work day, or any common or extraordinary life event.
The discussion method is a structure for effective communication. It is a process that can be used with individuals or groups. It is a tool that enables

concerned people to initiate and take part in productive dialogue. And, when used with sensitivity, it can enable profound sharing, deepen the group thinking and reinforce the unity within a group.

This method can become the basis for :
- collecting data and ideas
- giving out information
- discussing tough issues
- reflecting on important issues and events
- getting ready to do a problem-solving workshop
- group preparation of reports or presentations

Before starting to use this method, we have to be clear on:
- What does the group need to know, to understand, or to decide?
- What topic does the group need to develop?
- What does the team need to experience with each other?

The ORID method is a mixture of questions on four levels: Objective, Reflective, Interpretative and Decisional.

- Objective (Fact) level
GETTING THE FACTS
The questions will help to focus the attention.;
Questions begin with what participants see, hear, touch, smell, taste.

- Reflective level
EMOTIONS, FEELINGS, ASSOCIATIONS
The questions will illuminate people's emotional responses;
What they feel about something - what angers, excites intrigues or frightens them and what past associations they have.

- Interpretative level
VALUE, MEANING, PURPOSE, LEARNING
These questions will highlight the different layers of meaning and purpose, the significance people attach to a subject and the story out of which they live.

- Decisional level
FUTURE STEPS
These questions will allow individuals to decide their relationship and response to the topic and the discussion they have had together.

Helpful hints to set up a basic conversation:
Each basic conversation is tailor-made for best results. Questions have to be relevant to the subject and the group. It is important to prepare questions in advance. Here are some recommendations for the best kind of questions to use in a group discussion:

Specific Questions get better results;
Ask for specific examples and illustrations in answers;
Ask open-ended questions that can not be answered with "yes" or "no".

Sample Questions

Objective (Fact) level
What scenes do you remember?
What colours?
What bits of conversation did you hear?
How many people were there?
What did you observe?

Reflective level
What was your first response?
Where do you remember the whole group reacting?
Where were you excited, frustrated?
How did you feel when that happened?

Interpretative level
What is this event or film about?
What were the most significant events of the week?
What are the advantages/disadvantages?
What did you learn?
How was this day important to you/us?
Which of these actions should be first priority?

Decisional level
What would you say about this event to someone who was not there?
What changes are needed?
What next steps will be taken?
Who is going to take responsibility?

7-7.1 Exercise ORID method

20 min.
Exercise

Instructions
Reflect on some event from the past in which all participants took part. Use the ORID method, using the model questions listed in the text. At the end of the exercise, summarize the types of questions used for the reflection and connect them with the ORID method. Open the floor for discussion.

30 min.
Presentation

7-8. Different methods of decision-making

Instructions
Present the information on decision-making methods and what makes them different. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
There are many ways to make decisions. Two of the most commonly used decision-making methods are majority rule and consensus. Both methods are intended to involve all participants in decisions.

7-8.1 Majority Rule Decision-making
Majority rule involves approval or support by more than half of the group

and requires that a vote be taken either through open or secret balloting. Majority rule decisions are made by choosing a solution that is acceptable to more than half of the entire group with each person having equal power: one vote. Majority rule can involve a simple majority (51%) or various alternatives that require agreement of a higher percentage of the group such as two-thirds, three-quarters, or other fractions. The quality of a majority rule decision will depend on several factors, including: the amount of discussion before voting, whether the group considers many alternatives or only a few, and whether the work was cooperative or competitive.

Majority rule is an efficient decision-making process relative to consensus – that is, the process is straightforward and decisions can be made quickly. The primary disadvantage is that some people win and some people lose. Some people in the group are asked to go along with a decision that they did not necessarily agree with.

7-8.2 Consensus Decision-making

Consensus seeks to reach a decision that is acceptable to everyone and can involve extensive discussions to make sure that all group members are comfortable with the decision. Consensus decision-making requires listening to everyone's ideas and taking all concerns into consideration in an attempt to find the most universally acceptable decision possible. Full consensus does not mean that everyone must be completely satisfied with the final outcome. However, the decision must be acceptable enough so that all group members agree to support it.

Principles of Consensus:

A number of essential principles underlie the practice of consensus and contribute to its success.

- To achieve consensus, everyone in the group must actively participate.
- To participate fully and freely, all group members must have a common base of information and keep up-to-date on the progress of the group.
- The group must create and maintain an atmosphere in which everyone feels free to state his/her views and to disagree.
- Disagreements should be respected; they can illuminate unrecognized problems and serve as a catalyst for improving the decision.
- When someone objects or disagrees, the goal of the group is to discover the unmet need that has produced the objection and to find a way to meet that need in a revised agreement, rather than to suppress the objection.

In general, consensus requires more time than other decision-making options, and thus, ample time must be allocated for making decisions.

15 min.
Presentation

7-8.3 Consensus versus majority rule

Instructions

Refer in your presentation to pros and cons of consensus versus majority rule.

Content
The decision is made by counting the number of votes made for two or more options. The option that has the highest number "wins".
A statement of mutual agreement in which all legitimate concerns of individuals have been addressed to the satisfaction of the group.
Pros
Fast. Efficient for very large groups
Builds trust, creates a high level of support and commitment to the decision.
Considers the impact of the decision. Decisions are more sustainable.
Promotes learning because it requires deep listening and inquiry.
Cons
Win-Lose: some people will always lose, which can create an adversarial atmosphere. Choice may not be based on valid information. Quality of the decision is often not high.
Takes longer. Requires participants who are stakeholders and who have expertise and knowledge in the decision topic. Quality of the decision can be low if participants do not have all the relevant information.
When to Use
The decision is trivial, the stakes are low, the options are clear, or the division in the group is acceptable to all stakeholders.
The decision is important and requires the commitment of all the stakeholders.

7-8.4 Proposed process for consensus decision-making

15 min.
Presentation

Q&A

Instructions
Refer in your presentation to a few steps that are typical for consensus decision-making. Ask for questions at the end of presentation.

Content
The following steps are typical for consensus decision-making:

a. ***An individual introduces an idea***. The idea may be a specific proposal or suggestion for an approach to a problem.
b. ***Another individual responds to the idea.***The second speaker's statement is a combination of her or his own opinion and that of the previous speaker.
c. ***A third person develops the idea further.***
d. ***Other people respond to earlier statements and offer their views on the subject.*** Each contribution builds upon previous statements and yet is unique to that individual's perspective.
e. ***Each individual and the meeting facilitator assume responsibility*** for ensuring that the discussion stays focused, for ensuring that all viewpoints are heard, for identifying areas of agreement and disagreement, and for clarifying confusing or complicated issues.
f. ***The facilitator states the general conclusion toward which the group appears to be moving*** after all new information has been given and all viewpoints have been expressed.
g. ***The group responds by agreeing or disagreeing.*** This provides an opportunity for any objections to be heard.
h. ***Final concerns are discussed*** until everyone feels comfortable with

7-8.5 What should we plant in our garden - exercise

Instructions

Using the Brainstorming rules ask all participants to brainstorm on what type of garden they want. Ask one participant to write down the ideas on a flip chart. Using the Consensus based method described before, ask participants to make decision on what should be planted in their garden.

7-9. Workshop summary and evaluation

Instructions

Present a summary of the whole workshop and the key learning points. Ask participants to share verbally the action steps that they will take as an immediate follow-up to the workshop. Tell the group how that trainer can support them in achieving their follow-up plans.

Thank the group for participation and compliment them on holding the workshop and dedicating themselves to the growth of their organization.

Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave

20 min.
Small group session

20 min.
Discussion in Plenary

Individual Work

Chapter III Project Management

1. Table of content

2. Objectives of the Chapter

- To inform participants about the importance of successful project management.
- To give participants an opportunity to experience the process of project management.
- To increase participants' understanding of different aspects and elements of the project management process.
- To provide participants with tools to use in managing their own projects in their organizations.

3. Proposed Agenda

15 minutes	**Welcome and agenda review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
15 minutes	**Project Management Introduction**	**(7-2)**
	• What is required for successful project management;	
	❖ Discussion in plenary	**(7-2.1)**
60 minutes	**Process of project management 1**	
	• Analysis of the situation	**(7-3)**
	❖ Small group session	**(7-3.1)**
	❖ Discussion in plenary	
60 minutes	**Process of project management 2**	
	• Goals and objectives	**(7-4)**
	❖ Small group session	**(7-4.1)**
	❖ Discussion in plenary	
60 minutes	**Process of project management 3**	
	• Planning	**(7-5)**
	❖ Small group session	**(7-5.1)**
	❖ Discussion in plenary	
60 minutes	**Process of project management 4**	
	• Implementing the project	**(7-6)**
	❖ Small group session	**(7-6.1)**
	❖ Discussion in plenary	
45 minutes	**Process of project management 5**	
	• Monitoring and Evaluation	**(7-7)**

	• Monitoring of Project Implementation	**(7-7.1)**
	• Evaluation of Project Implementation	**(7-7.2)**
60 minutes	**Reporting**	**(7-8)**
	❖ Small group session	**(7-8.1)**
	❖ Discussion in plenary	
	❖	
20 minutes	**Workshop summary and evaluation**	**(7-9)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

This Chapter of the Trainers Manual deals with the basic elements and steps of project cycle management as a crucial element in the successful operation of NGOs. This knowledge will aid NGOs in planning and organizing projects, mobilizing people, and coordinating activities.
The way in which projects are planned and carried out follows a sequence beginning with an agreed strategy, which leads to an idea for a specific action, oriented to-wards achieving a set of objectives, which then is formulated, implemented, and evaluated with a view to improving the strategy and further action. The project cycle provides a structure to ensure that stakeholders are consulted and relevant information is available, so that informed decisions can be made at key stages in the life of a project

There are many definitions of project management that explain that it is a relatively simple tool that can help us to establish the factors that affect the success of the operation, or that project management is the process of planning, organizing, and mobilizing people and resources for a given purpose, or that project management is the process undertaken by one or more individuals to coordinate the activities of others, etc.

This Chapter is designed to serve to the trainer as a guide to the transfer of knowledge, skills and experience, in order to lead the group in the preparation of a successful project management plan.
The Chapter includes: general information on project management; analysis of the situation for developing a good project plan; developing the goals and objectives of the project; developing a management plan; advice for good implementation and reporting. It also includes guidelines and tools in the form of figures at the end of the chapter.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review	*15 min.*
Instructions Welcome the participants and thank them for coming. State the reasons the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical information that establishes the trainer's credentials. Personalise the formal introduction. Ask each participant to introduce him-/herself, learning something new about where they work, why they work for the organisation and/or personal interests (or use exercises No. 3, 4, 5 or 7 form the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the participants are in terms of their interests, motivation, and background	Presentation Individual presentation Q&A
Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives.	
Go over the agenda and announce break times. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour with participants.	
7-1.1 Opening exercise Refer to exercises No. 12, 13 or 14 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition **Instructions** Transition to the introduction of the workshop topic by giving general information on project management and what efforts are necessary to plan, organize and mobilize people and resources in order to achieve a certain goal..	*15 min.* Presentation
Content The basic purpose for initiating a project is to accomplish certain preset goals.	

The reason for organizing the task as a project is to focus the responsibility and authority for the accomplishment of the goals on an individual or small group.

Actual experience with project management indicates that the majority of organizations should make better us of its previous experience, exercise better control, and be more customers oriented.

Many definitions of project management exist. Some definitions stress that it is a relatively simple tool that can help us to establish the factors that affect the success of operation. Some of them highlight the aspect of planning, organizing, and mobilizing people and resources for a given purpose and some definitions will explain that it is the process undertaken by one or more individuals to coordinate the activities of others, etc.

One explanation of project management that is useful for environmental NGOs is that it is crucial for the successful operation of NGOs if they want to plan and organize their projects, mobilize people, and coordinate activities. Project management also contributes to the successful implementation of the NGO's annual program.

5 min.
Presentation

7-2. Project management introduction

Instructions
Introduce the topic by stating the skills and factors required in order to have a successful project. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
Technical skills, human skills, computer skills, and conceptual skills are all need for successful project management. The specific combination of skills required depends on the level of management and the kind of projects the NGO needs to manage.

Success of the project depends on several factors:

- Proper planning;
- Participation of the project team in the planning;
- Extent to which the project addresses real problems;
- Extent to which the organizational structure suits the project team;
- The degree to which the target group is involved from the start;
- A competent and motivated project team;

Other factors

10 min.
Discussion in Plenary

7-2.1 Project management introduction discussion
Ask the participants to comment on what they have learned on the subject and to share their personal experiences, if any. Open the floor for questions, comments and discussion

15 min.
Presentation

Q&A

7-3. Analysis of the situation

Instructions
Begin your presentation by giving an overview of the process of project management. Briefly explain what questions should be answered in each step of the process. Refer to Figure No.1 (given below after the training design section), prepared on a transparency or on a flipchart paper.

Content
There are many suggested processes for successful project management. One of the processes that is easily applicable for NGOs is the following: (refer to Figure No.1)

Instructions
Continue talking about needs analysis and what questions this should answer. Refer to Figure No.2 (given below after the training design section), prepared on a transparency or a flip chart paper. Ask for questions at the end of the presentation.

Content
Needs analysis reminds us that no matter how wonderful our ideas may be,

how important and crucial our role may seem, nothing makes sense if it is not needed. (refer to Figure No.2) Needs analysis should be realized by answering the following questions:

- Why this project is needed? Are the communities' needs reflected in it?
- What are the opportunities for the project?
- Does the community want the project?
- Is someone else doing it?
- What is innovative in it?
- What is the project going to change?

Does the project involve the broader public and key persons?

7-3.1 Analysis of the situation exercise

30 min.
Small group session

Instructions

Divide participants in groups of 2 to 4 people, depending on the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask participants in each group to select a project idea and answer all the questions that were mentioned in the presentation by generating needs analysis ideas.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-4 Goals and objectives

15 min.
Presentation

Q&A

Instructions

Describe what the differences between Goal and Objective are. Refer in your presentation to the goals and objectives of a project and how to define them according to the SMART principle. Also, link that with how one chooses strategies and methodologies, based on goals and objectives. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation

Content

From the need analysis, we know why this project is important. Now is it time to identify what your project is for. What should the project achieve? Why does the project exist? In this phase, we have to decide what the goals and the objectives of the project are.
The goals are much wider than the objectives. The goals do not include dates, methods, or the activities of the project; they will be dealt with in other sections.
The goals should not change during the project. Changing the goals means changing the project as a whole. The goal is not fully achieved with the project, but the project makes only one step closer to the achievement of the goal.

The objectives are more concrete than the goal. The objectives are to be fully achieved by the project activities. In this order the objectives have to incorporate in their definition the **SMART** rule:
Specific
Measurable
Achievable
Realistic
Time-bound

The more abstract the goals and objectives are, the more difficult it is to measure performance.
Project managers need to discuss the goals and objectives with the project team, the target group, and project partners. Objectives must be understandable and acceptable to those who will help achieving them.

The choice of one or more strategies will usually be made after the project

goals and objectives have been decided upon.

Strategy identification involves:

a. Identification of the different possible ways to achieve the project goals and objectives.
b. Determining that your target group understands the process you propose to them.

The methodology should ensure that results are available at the best moment. Methodologies have to be concerned with a global approach and concepts. The working methods are the way that we are going to do the activities to pursue concrete objectives or steps. It is very important that other people or partners understand the methodology and the strategy of the project.
The most important elements to take into account when we talk about methodology are:
Coherence. The different components of the project have to make sense as a whole, and have to respect the framework provided by goals and objectives.
Consistency. Despite the flexibility that makes the project a "living" entity, what we do has to be consistent with what we stand for or what we state as being our values.
Effectiveness. Whatever you decide to undertake in the form of concrete activities must strive for effectiveness.

7-4.1 Goals and objectives exercise

30 min.
Small group session

Instructions

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask participants in each group to work on the selected project idea and write down goals and objectives to be achieved.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-5 Planning

15 min.
Presentation

Q&A

Instructions

Continue your presentation by giving an overview of why we need to plan. Briefly explain what the key managerial planning issues are and what questions should be answered for each of those issues. Refer to Figure No.3 (given below after the training design section), prepared on a transparency or flipchart paper. Briefly talk about a time frame of planned activities. Refer to Figure No.4 (given below after the training design section), prepared on a transparency or a flipchart. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of presentation.

Content

Why do we plan?

- Planning enables the NGO to accomplish goals rather than to just accept whatever will happen in the future.
- By having a plan, the organization commits itself to "making things happen".
- You have a framework and clearly defined direction that guides and supports the management of the organization.
- Planning provides resources for activities involving NGO members from all NGO teams.
- Improves the quality of the plans; good suggestions can come from different levels of the organization.
- Planning has positive effects on NGO functioning.

Key managerial Planning Issues (refer to Figure No.3)

Time frame of planned activities (refer to Figure No.4)

7-5.1 Planning exercise

30 min.
Small group session

Instructions

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask the participants in each group to work on the selected project idea and write down a management plan (figure No.3) with a time frame (figure No. 4) for activity implementation.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7.6 Implementing the project

15 min.
Presentation

Q&A

Instructions
In your further presentation, provide information on how the implementation should be managed and that indicators should be used to monitor and evaluate the progress of the project. Refer to Figure No.5 (given below after the training design section), prepared on a transparency or a flipchart paper. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of presentation.

Content
After planning, its time to convert the Project Plan into an operating timetable. The scheduling function is more important than the ongoing operations themselves. A detailed schedule can also serve as a key input in establishing monitoring and control systems for the project. Typically, the schedule is based on the previously determined action plan and/or work breakdown structure.

- It is a consistent framework for planning, scheduling, monitoring, and controlling the project.
- It denotes the times when specific individuals must be available for work on a given task.
- It determines the dates on which tasks may be started - or must be started if the project is to stay on schedule.
- It illustrates which tasks must be coordinated to avoid resource or timing conflicts.

It is useful to have a chart with information about the project on the management table. (refer to Figure No.5)

7-6.1 Implementing the project exercise

30 min.
Small group session

Instructions
Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask the participants in each group to work on the selected project idea and write down an implementation plan with the resources needed.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-7 Monitoring and Evaluation

15 min.
Presentation

Q&A

Instructions
Continue your presentation by giving an overview of why we need to monitor the project. Explain what the difference between monitoring and evaluation is.

7-7.1 Monitoring of the project implementation

Content
Why do we monitor the projects?

- To measure progress;
- To collect information;

- To collect input for reports;
- To look at costs and benefits;
- To solve problems (not to criticize or to blame anyone);

To help the project team see where they are going and if they need to make any changes.
Project management has the task of establishing sufficient controls over the project to ensure that it stays on track towards the achievement of its objectives. This is done by monitoring (internal) which is the systematic and continuous collection, analysis and use of information for management control and decision-making. Implementation is a continuous learning process where experience gathered is analyzed and fed back into planning and updated implementation approaches.

Project monitoring is an integral part of day-to-day management. It provides information by which management can identify and solve implementation problems, and assess progress.
The following basic issues need to be regularly monitored:
• Which Activities are underway and what progress has been made (e.g. at weekly intervals)?
• At what rate are means being used and cost incurred in relation to progress in implementation?
• Are the desired Results being achieved?
• To what extent are these Results furthering the Project Purpose?
• What changes in the project environment occur? Do the Assumptions hold true?
Project monitoring checks how the objectives are met, and analyses the changes in the project environment including key stakeholder groups, local strategies and policies. If progress falls short, corrective action has to be taken.

7-7.2 Evaluation of the project implementation

15 min.
Presentation

Q&A

Content
Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, program or policy, its design, implementation and Results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation can be done during implementation ("mid-term"), at its end ("final evaluation") or afterwards ("ex post evaluation"), either to help steer the project or to draw lessons for future projects and programming.

Evaluations can take place:
1. when the project is still under way: such interim evaluation are usually under-taken at mid-term (mid-term evaluation), to review progress and propose alterations to project design during the remaining period of implementation;
2. at the end of a project (final or end-of-project evaluation), to document the re-sources used, results and progress towards objectives. The objective is to generate lessons about the project which can be used to improve future de-signs;
3. a number of years after completion often focusing on impact.

15 min.
Presentation

Q&A

7-8 Reporting

Instructions

Provide information in your presentation about why reporting is important, why it is used, and how it can be used. Explain the elements of narrative and financial reports. Link this with what kind of follow-up can be planned using the report information. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of presentation.

Content

External function: Reporting is a tool that keeps the donor informed about the progress of the project. Reporting allows the donor to assess the way the project is being managed during implementation and in the light of the agreements. The donor of the project has to be informed about the progress of the project, compared to the original plan.

Internal function: Reporting also helps project management. It is a form of monitoring the project and in that sense can be used as a management tool. Reports will contribute to the transparency of the project and can be used as a moment of reflecting on the bigger picture in which the project activities are taking place. It helps to reflect on the implementation of the project and to suggest corrective actions if needed. Progress reports should be an analysis of project activities, including financial expenditures for the past months with regard to the objectives and output structure of the project document and budget. Reporting involves early identification and analysis of factors affecting the planned progress and achievement of the project's goals, and being aware of any additional measures taken by the project management to implement the agreement made.

Most of the time, reporting is also related to liquidity planning and fund requests. The financial report gives an indication of expenditures during the reporting period and provides a plan for expenses during the coming period. Based on this, the fund flow of the project can be established and requests for funds can be forwarded to the donor.

The following information should be addressed in a *narrative report*:

1. Introduction. Significant developments in the reporting period.
2. Objectives and planned activities for the period.
3. Description of the activities that were executed.
4. Were the objectives and the activities of the project achieved?
5. Did you meet any bottlenecks and/or problems?
   (If so, why? What was done to deal with them?)
6. Were you able to carry out the activities according to schedule?
   (If not, why? What was done to adapt the activities?)
7. Has the target group been reached?
8. Copies or samples of every material produced during the project implementation, like posters, leaflets, study reports, newspaper articles, publications, training lessons and programmes, etc.
9. Objectives and planned activities for the next period.
10. Specific recommendations for any action necessary to ensure that the project achieves its objectives.

Financial reports should give an overview of expenditures that have occurred during the reporting period. These expenditures should be shown in relation to the plan. In addition, an explanation should be given about the deviations from the budget. The financial report should clearly and accurately show the expenditures and use of funds during the reporting period. The presentation should include a clear breakdown of costs by budget lines as used in the approved budget. Financial reports should address the following information:

- An account of the progress made towards the achievement of the project objective.
- An overview of expenditures during the reporting period.
- An explanation of any deviation from the budget and links to actual progress.
- An overview of the budget required for financial activities and expected output over the next 12 months.

Important:

- Narrative reports and financial reports are interlinked.

Project management should make sure that progress and financial reports are combined and that they are always submitted on time and at the same time.

7-8.1 Reporting exercise

Instructions

30 min.
Small group session

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask participants in each group to work on the selected project idea and write down the key reporting information.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-9 Workshop summary and evaluation

Instructions

Q&A

Individual work

Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.

Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.

Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave.

Figure No. 1 Process of project management

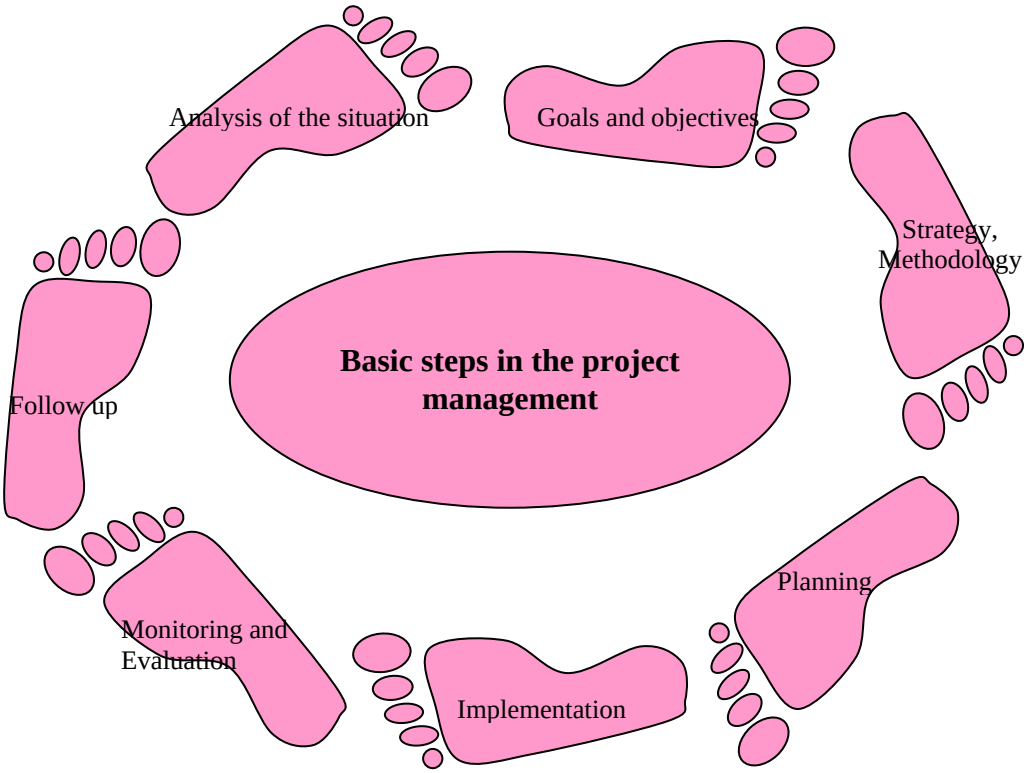
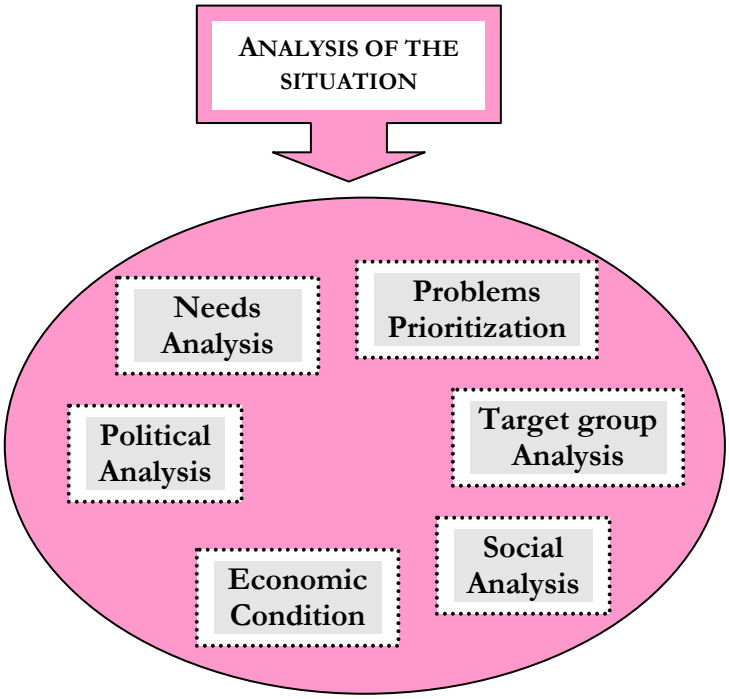


Figure No.2 Analysis of the situation



Questions that can help in the process of the analysis of the situation:

- What are the needs of the population and the region?
- What are the Priorities?
- Which is the target group that is affected by the priority problem?
- What is the Social situation of the target group?
- What are the Economic conditions
- What is the political situation in the target region?

Figure No.3 Key managerial Planning Issues

	Planning element	The key questions that need answers.
The key questions than needs to be answered for a successful planning	Goals and objectives	1. What is the Goal and what are the objectives? 2. What is the importance of each objective? 3. What is the interconnection among the objectives? 4. What is the deadline for each goal to be achieved? 5. Method of evaluation of the objectives? 6. Responsible person for each objective.
	Activities	1. Which are the activities for achieving each objectives? 2. What information do we have for each activity? 3. Which is the most appropriate technique for projection of the implementation of each activity in the future? 4. When should each activity be implemented? 5. Responsible person for each activity?
	Resources	1. What are the required resources for a successful implementation of each activity? 2. Which of these resources do we have and which ones we don't have? 3. What is the connection among the different resources? 4. What are the costs for each resource? 5. What budgeting techniques shall we use? 6. Responsible person for Budget Planning.
	Implementation	1. Which are the target groups? 2. What is the project team and the structure that can best implement the activities? 3. What policy statements are necessary to implement the overall plan 4. To what extent are the policy statements comprehensive, flexible, co-coordinative, ethical, and clearly written? 5. What are the necessary steps to implement each activity?

Figure No.4 Time frame of planned activities

Day Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Activity A														
Activity B														
Activity C														
Activity D														
Activity E														
Activity F														

Figure No.5 Implementing the project

Which activity needs to be done	How	By Whom	When	Where	Results	Indicators	Budget foreseen
1.							
2.							
3.							
4.							
5.							
6. (etc.)							

Chapter IV Project Proposal Writing

1. Table of content

2. Objectives of the Chapter:

- To define the structure of a project proposal and its main elements;
- To provide guidance on the process of developing project proposals;
- To teach the trainees how to structure a good project proposal;
- To identify challenges in order to initiate changes in the attitude that the organization has towards project proposal writing and project management.

3. Proposed Agenda

15 minutes	**Welcome and agenda reviews**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview to the chapter**	**(7-1.2)**
120 minutes	**Planning of project proposals**	
	• Planning of project proposals	**(7-2)**
	• Project planning tools	**(7-2.1)**
	❖ Small group sessions: Project planning	**(7-2.2)**
	❖ Discussion in plenary	
120 minutes	**Project summary, background, project justification, problem statement**	**(7-3)**
	❖ Small group sessions: Background, Project Justification	**(7-3.1)**
	❖ Discussion in plenary	
120 minutes	**Project objectives, activity plan**	**(7-4)**
	• Prioritization of the needs	**(7-4.1)**
	• Project objectives	**(7-4.2)**
	• Indicators of success	**(7-4.3)**
	• Target group	**(7-4.4)**
	• Implementation plan	**(7-4.5)**
	❖ Small group sessions: Writing Project Objectives, Activity Plan	**(7-4.6)**
	❖ Discussion in plenary	
120 minutes	**Budget, monitoring and evaluation, Reporting**	**(7-5)**
	• Budget	**(7-5.1)**
	• Monitoring and Evaluation	**(7-5.2)**
	• Reporting	**(7-5.3)**
	❖ Small group sessions: Developing budget and monitoring and evaluation plan	**(7-5.4)**

- ❖ Discussion in plenary

60 minutes	**Writing a Project Proposals**	**(7-6)**
	• Project summary – exercise	**(7-6.1)**
	• Discussion in plenary	
15 minutes	**Model for a project proposal**	**(7-7)**
20 minutes	**Workshop summary and evaluation**	**(7-8)**

Note:

- ❖ *This bullet point refers to interactive exercises*

4. Introduction

This Chapter of the Trainers Manual deals with the skills for developing a successful project proposal as an essential tool for development and for reaching the goal of the environmental non-governmental organizations.

A Project Proposal is a detailed description of a series of planned activities aimed at solving a certain problem, and it should be the final result of a participatory process that involves a lot of studying, discussion and learning form past experiences.
This chapter is designed to serve to the trainer as guideline to lead the group to a preparation of a successful project proposal trough transfer of knowledge, techniques, and tools for planning and developing the proposal.

The chapter includes: tools for effective project planning, detailed guidelines for developing and writing of a project justification, background, goals and objectives, action-planning, budgeting, monitoring and evaluation, as well as advice on the formulation and technical preparation of all parts of a Project Proposal. It also includes a model of a project proposal.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Interactive Presentation;
- Questions and answers;
- Small group session;
- Plenary discussion;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review	*15 min.*
Instructions Welcome the participants and thank them for coming. State the reasons why the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical description, which establishes trainer's credentials. Personalize the formal introduction. Ask each participant to introduce him/her self, learning something new about where they work, why they work for the organization and/or personal interests (or use games No. 3 or 5 form the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the individuals are in terms of their interests, motivation, and background. Furthermore it will help to break the ice between participants, and from the introduction onwards will make it easier for all participants to fully participate in the proceedings. Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. List the expectations on a flipchart. This flip will be useful for the final evaluation of the workshop Go over the agenda and announce breaks. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behavior (smoking, use of mobile telephones etc.) with participants.	Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercises No. 2 or 13 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** Transition to the introduction of the workshop topic by giving general information on project management and why we need project proposals. **Content** Undoubtedly, projects today have become "a must for every environmental NGO. This has produced an enormous interest on project management in general, and project design i.e. project proposal writing in particular. As a result, the skills and knowledge associated with this subject has become essential to staff, activists and volunteers of every non-governmental organizations that are working in the environmental field. There is a number of time and energy –consuming actions that an	*15 min.* Presentation

organization needs to undertake in order to answer a complex set of questions prior to writing the proposal, as well as a bigger list of action that follow after the project proposal is written and approved.
A high-quality project proposal requires a participatory process that involves a lot of studying, discussion and learning from the past experiences.

The Project Proposal is a detailed description of a series of planned activities aimed at solving a certain problem, that contains the detailed explanation of the following questions:

- Why is the project initiated?
- Which activities will be undertaken in the framework of the project?
- How are these activities related to the aims of the project?
- Who will implement the project activities and when?
- How will the activities be implemented?
- How much money and human effort are required for the implementation of the project activities?
- What are the results of the project?
- What is the benefit of the community from this project?
- How can these benefits be measured; what indicators can be used?

What is the follow-up of the project?

40 min.
Presentation

7-2 Planning of project proposals

Instructions

Explain that you will present what is a project proposal and what questions you should answer when writing a proposal. You can use flip chart paper or transparencies to support in a visual manner the major points from your presentation..

Content

There is not one way towards outlining the project planning stages. This module points out some general outlines that should be applied in the process of planning of project proposals.

One of the simplest ways for planning the project proposal is to answer the following questions:

WHAT?
- The main project activities – spontaneous, organized and institutional;
- Social, economic, cultural, political and educational dimensions;
- The Project's Impact on these dimensions;

WHO-FOR WHOM? – WITH WHOM?
- Identification of Project Partners, Important stakeholders and/or Target Groups
- Their roles and relationships in the project;
- Their views on the project;
- Strengths and weaknesses rooted in these relationships;

WHY?
- Needs and wishes satisfied by the project;
- Motivations and interests of the participants;
- Main Objectives of the project;
- Relationships between participants' objectives and organizational objectives;

WHERE?
- Geographical scope of the planned project activities;
- Social Context of the project and situation of the participants;

WHEN?
- What period is the project focused on?
- Starting and ending date of the project?
- Short, medium or long term project?

HOW?
- How will the project be implemented?
- How do you plan to use all of your available resources in order to achieve the planned objectives of the project?
- Techniques and instruments used to develop?

Input of Participants' experience, network, theories and practice

7-2.1 Project planning tools

Instructions

Refer in your presentation to process tools for group planning of the project proposal. Ask for questions at the end of presentation.

20 min.
Presentation

Q&A

Content

The project planning process is not individual task, but it should be real team work. Therefore some tools for group planning should be applied in the process of planning the project proposal. The most common tools that an organization uses to carry out planning tasks are:

- Various Group Meetings (planning meetings, planning 'retreats', brainstorming sessions, etc)
- Research and Investigation, including a needs assessment;
- Computer Software Applications, etc;

Useful tips for project planning

- Choose a planning procedure (Decide which planning questions do you want to answer)
- Clarify your goals (Verify that the projects is connected with your organization's mission)
- Use participatory tools (involve different stakeholders in the planning phase and gather their opinions).

7-2.2 Project Planning - exercise

Instructions

Divide participants in groups by 2-4 people, depending of the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write down. Ask participants in each group to select a project idea and answer all the questions that were mentioned in the presentation.
Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

30 min.
Small group session
30 min.
Discussion in plenary

60 min.
Presentation

Q&A

7-3. Writing Project Proposal 1

Project summary, background, project justification, problem statement
Instructions
Present the information and elements of a project proposal by focusing on the cover page, project title, content, project summary-abstract, background, project justification and problem statement. You can use flip chart paper or transparencies to support major talking points from your presentation. Ask for questions at the end of presentation.

Content
To write a successful project proposal, an answer to the following questions is needed:
- What information should we put into the project proposal?
- Which should be the elements of the project proposal?
- How many details and what level of details should we put in the actual document?
- How should we address different donor requirements?

There are a lot of different 'formats', 'application forms', 'project design outlines', 'grant application' 'guidelines for project preparations'. Almost all donors have their own guidelines for project proposal writing. But no matter to which donor you are writing the project proposal, it should contain the following elements:

Cover Page
It is usual to prepare cover pages for projects of length bigger than 3-4 pages. The cover page should indicate the Project Title, The name of the leading organization, place and date of project preparation and eventually the name of the donor agency to whom the proposal is addressed;

Project Title
The Project Title should be short and concise, and preferably referring to a certain key project result or purpose. Project Titles in the form of long sentences or those being too general in description are usually unattractive to read.

Content
If the Project Proposal, including appendices is longer than 10 pages it is helpful to include a content at the start or end of the document to enable readers to get quick references to parts they are particularly interested in.

Background
As the title indicates, this part of the project proposal does not deal with the project's undertakings, but with the social, economic, political and cultural background of the environment in which the project is to be initiated. This item should be 'nurtured' with relevant data from research that is carried in the project planning phase or those collected from external sources/ The project proposal writer should take into consideration that there should be a balance between the length of this item and the size of the overall project elaboration. One way to include data from studies and research relevant to the project is to

attach them as a separate document (Annex).

Project Justification
This is one of the crucial elements of the project proposal. Having carried out all the preparatory analysis, the project organizers are faced with the difficult task of providing concise and effective arguments to underline the relevance of this project with regards to the needs of the target community and/or target group. Project justification essentially is about providing rationale to the project.

Problem Statement
This item needs to provide a description of the specific problem(s) the project is trying to solve, in order to "make a case" for the project. Further more, the Problem Statement should point out clearly why a certain issue is a problem for the community, i.e. what negative implications it has for the quality of life of the target group. Along these lines there should be an explanation of the needs of the target group that appear as a direct consequence of the problem described.

7-3.1 Writing project background and project justification - exercise
Instructions
Divide participants in groups by 2-4 people (same groups as previous exercise), depending of the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write down. Ask participants in each group to write background and project justification for the selected project idea selected from the previous exercise.
Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

30 min.
Small group session

30 min.
Discussion in plenary

7-4 Project objectives, activity plan

60 min.
Discussion in Plenary

Instructions
Present the information and elements of a project proposal by focusing on the priority needs, approach for dealing with the problem, project objectives, project purposes, project results, indicators of achievement, and activity plan. You can use flip chart paper or transparencies to support major points of discussion from your presentation. Ask for questions at the end of presentation.

7-4.1 Prioritization of the needs
Explain which of the needs of the target group that come out as a direct negative impact are of higher importance to the community members, i.e. which one of these needs is perceived as a priority need and how did we come to such a conclusion. For example if the Problem is stated as *"… poor infrastructure in the community*" the list of needs associated to this problem may be:
a) "….. *improved water supply in quality and quantity*"
b) "…. . *better roads*";
c) " ….*improved solid waste collection system*"
At the end, out of these three needs the project should state which one is a higher priority for the community, and was that decision reached (e.g. a poll of local population, costs associated with the project intervention, etc). This should provide credibility to the selected intervention.

The Proposed Approach
The project preparation team should describe the strategic approach towards dealing with the problem, in order to provide justification for the relevance of the solution. This is still not the place where we talk about the project and concrete activities.
One way to describe the approach related to the need previously stated *as "improved water supply"* could be "*intervention to provide basic water supply facilities in the community*", with some description of the specific features of the solution proposed.

The Implementing Organization
Provide convincing proof for the capacities of your organization, by describing the capacity of the individual NGO members and previous project records. Describe why exactly your organization is the most suited to undertake the project, its connection to the local community, the constituency

behind the organization and finally what kind of expertise the organization can provide.

Tips to successfully present your organization:
- Never use a language that could be perceived as an attack towards any other organization or institution;
- Carry out an analysis of your organizations' strengths; show that your planning process is participatory and takes into consideration the opinions of the target group;
- Prepare a short document that presents your past experience (organizational record) and attach it to the project proposal.
- You could consider asking letters of support from partner organizations or institutions you worked with previously.

7-4.2 Project Objectives

The actual Project Description starts with this item. In practice, an organization should have already defined the project objectives in the project planning phase. The model that is proposed here includes three types of objectives:

1. Project Goal or Overall Project Objective

The project goal or overall project objective is a general aim that should explain why project is important to the community, in terms of the long-term benefits to the target group. Usually, the project intervention will enable that in the future this objective is achieved, but will not create this as an immediate effect. An example of the overall objective statement used for an Environmental Public Education Campaign may be "Contribution towards increase of Environmental Awareness". Another example of Overall objective for a project that foresees a construction of water supply can be "Contribution to the Improvement of Quality of Life in the Community".

The basic rules for setting the Project Goal are:
- There is only Project Goal per project;
- It should be as much general and long-term as possible but should stay within the limits of the vision for the development of the community;
- It is usually difficult or impossible to measure the accomplishment of this objective using objective indicators, but it should be possible to prove its merit to the development of the community;

2. Project Objective(s)

The Project Objectives should address the core problem, and be defined in terms of the benefits to be received by the project beneficiaries or target group as a direct result of utilizing the services provided by the projects. In one of the above examples the Project Objectives may be defined as:

a) " Improved water supply in quantity and quality for the population of the village "X"
b) Reduced rates of acute infections in the community;

The project purpose is providing a more detailed breakdown of the overall objective. As a consequence there can be more than one project purpose.

Project Results

Results describe the services or products to be delivered to the intended

beneficiaries. This is what the project management is pledging to deliver to the community with the project. The results are therefore more detailed than purposes and overall objective and should be possible to measure through the use of objective indicators. Therefore they should be most carefully planned and defined. The SMART rule can be used for the definition of the results, which means that good results need to satisfy the following five characteristics:
S – Specific
M – Measurable
A – Applicable
R – Realistic
T – Time bound
Furthermore, the results should address the main causes of the problem the target group faces. To ensure relevance of results, project management should have correctly identified a need or a beneficiary demand. Example of SMART results related to the previous project purpose could be:

a) Increased number of households connected with the water supply system for 20% in the following 3 years;
b) Number of water tabs in the village will be increased with 30 % by year 2006;

7-4.3 Indicators of achievement of Project Objectives and Results

The indicators describe the project purpose and result in operationally measurable terms and thus provide the basis for measurement of impact. The specification of indicators acts as a check on the viability of the results and project purposes and forms the basis for a project monitoring system. Once a good system of indicators is defined it should be further developed to provide details with regards to quantity, quality and time.

Tips to develop good indicators:
E.g. reduced rates of acute infections in the community;

- *Quality (the nature of the indicator): INFECTION RATES REDUCED;*
- *Target Group (Who?): infection rates reduced among SCHOOL CHILDREN;*
- *Place (Where?): infection rates reduced among children of VILLAGE X;*
- *Quantity (How Much?): infection rates reduced among children of village X BY 45 %;*
- *Time: infection rates reduced among children of village X reduced by 45 % by 2004;*

Note; indicators are different from scientific proof. As their name suggests, indicators will *indicate* within a certain margin of appreciation that you are working towards achieving your goals. If the indicators show an adverse tendency then this should alert the project management to carefully look into the issue and make some necessary adaptations in the approach that is ued.

7-4.4 Target Group

Define the target group and show how it will benefit from the project. The project should provide detailed description of the size, and characteristics of the target groups and especially of direct project beneficiaries. The criteria for target group analysis may be:

- *Age groups;*
- *Gender;*
- *Ethnic composition, etc:*

When these analyses are more elaborate, they may be attached to the project

proposal as an appendix.

7-4.5 Implementation plan

The implementation plan should describe activities and resource allocation in, as much detail as possible. It is especially important to provide a good overview of who is going to implement the project activities, and when and where. Here we will split the implementation plan into 2 key elements: activity plan and resource plan.

Activity Plan

This item should include specific information and explanation of each of the planned project activities, including their starting period, ending period and duration. In the case where the overall project duration is relatively long, it is impossible to schedule precisely. Therefore that schedule should be viewed as tentative, and further used as guide for more precise timing. The process of preparation of an activity schedule goes through several steps:

- *LISTING ALL PROJECT ACTIVITIES*- developing a single list of all the planned project activities;
- *BREAKING ACTIVITIEIS INTO MANAGABLE TASKS AND SUB-ACTIVITIES* in order to make them sufficiently simple to be organized and managed. The technique is: breaking activities into sub-activities and then the latter into component tasks, each task then is assigned to an individual and becomes his/her short-term goal; The main skill is getting the level of detail right. The most common mistake is to break activities into too many details. These details might be practical for the NGO, but they are not interesting for the founder at this stage.
- ESTIMATING START-UP, DURATION AND COMPLETION OF EACH TASK – This means planning the *timing of implementation*. The timing should be realistic and based on the estimates of time that each activity will most likely take.
- SUMMARISE SCHEDULLING OF MAIN ACTIVITIES – having specified the timing of the individual tasks, the next step is to plan (summarize) the timing of the entire main activity;
- ALLOCATING TASKS AMONG THE TEAM – distribution of responsibilities (who does what?) and responsibilities for achieving milestones;

The Resource plan should describe all resources needed for the implementation of the project activities taking into count the resource allocation in as many details as possible. It is exceptionally important to provide a good overview of all resources (human, technical etc.) in order to minimize the problems in the implementation phase of the project.

7-4.6 Writing project objectives and activity plan exercise

30 min.
Small group session

30 min.
Discussion in plenary

Instructions

Divide participants in same groups by 2-4 people. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write down. Ask participants in each group to write project objectives and activity plan for their project idea.

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-5. Budget, monitoring and evaluation, reporting

40 min.
Presentation

Q&A

Instructions

Present the information and elements of a project proposal by focusing on the budget, monitoring and implementation, reporting, and management of resources. You can use flip chart paper or transparencies to support major points of discussion from your presentation. Ask for questions at the end of presentation.

Content

7-5.1 Budget

According to the reasoning used on this manual, we could define Budgets as: "…monetary (financial value) of the cost of resource allocation to implement the project activities".

The financial plan or the project budget is among the most 'attractive" and at the same time the most sensitive items of project planning. There is a huge number of different budgeting forms and financial planning procedures, which makes compliance with them a hard task for financial officers in the NGO.

The budgeting model elaborated in this manual will be based on the use of activity plans and resource plans in determining the specific project costs.

In general the project budget has three main elements:

- Income – the amount of financial assets and in-kind contribution that are used as **sources** of support for this project; If the funding source is unique than the income side of the budget may not have to be shown. However in a lot of the projects the resources are provided by more than one source. In this case the income side should show the share of the contribution of each of these sources.
- Expenditures - a list of all the costs that are expected to occur during project implementation. Regardless of the calculation and classification criteria used, the project costs should present a reasonable reflection of the activities presented in the project proposal.
- Budget Dynamics – A time projection for the specific amounts needed at different phases of the project implementation, The timing information from the activity plans represents a base from which to calculate the rate of spending at different times during project implementation.

Budget Categories. Each financial and accounting system uses budget categories to classify expenditures into smaller groups according to certain criteria. This is done for multiple purposes, out of which the most important

is to provide the ability to monitor and control spending and check its compliance with the plan and the implementation progress.
Here's an outline of a possible classification of budget categories, grouped according to the nature of costs:
- *Salaries and Allowances;*
- *Consultants;*
- *Office Supplies and Consumables;*
- *Travel Costs and Accommodation;*
- *Equipment;*
- *Other Direct Costs.*

Units, quantity per period and estimated unit costs are the three elements that are needed to calculate costs associated with any of these categories.

Another way of categorizing costs is to divide them into **DIRECT** costs and **OVERHEAD** costs. The direct costs are associated with a certain activity; while overhead costs are costs related to organization of activities (e.g. staff salaries, subsistence, etc). In some budget formats, costs could be grouped also on the basis of activities or time periods.

7-5.2 Monitoring and Evaluation
The basis for monitoring is set when the indicators for results are set. The project proposal should indicate how and when the project management team will conduct activities to monitor the project progress, and to do evaluation. Also the monitoring plan in the Project Proposal should indicate who will do the Evaluation and what methods the person will use.

7-5.3 Reporting
A proposed schedule of project progress reports and financial reports could already be indicated in the project proposal, although often these obligations are determined by the standard requirements of the donor agency. The project report may be compiled in different versions, with regard to the audience they are targeting.

Management and Personnel
Give a brief description of the project personnel, their individual roles as well as the communication mechanisms that exist between them. All the additional info (such as CVs) can be added in the annexes.

Annexes
The annexes are there to hold all the information that is important enough to be presented in the project. Sometimes annexes contain information created in the identification or planning phase of the project, but often the information provided in the annexes is produced elsewhere.

7-5.4 Developing budget and monitoring and evaluation plan

50 min.
Small group session

30 min.
Discussion in plenary

Instructions

Divide participants in same groups by 2-4 people. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write down. Ask participants in each group to create budget categories, and monitoring and implementation plan for their project idea.

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-6 Project Summary – Abstract

15 min.
Presentation

Q&A

Instructions

Present the information and elements of a project summary by focusing on the already finished parts of the project proposal. Highlight that even though this part of the project proposal goes at the first page of the full application, it is always the last to be written, after all parts of the project are finished. You can use flip chart paper or transparencies to support major points of discussion from your presentation. Ask for questions at the end of the presentation.

Content

Some of the readers may not want to go through the whole project proposal; especially if it is presented in the form of a long document with lots of additional information attached to it. To serve this audience it is always useful to provide a short project summary – Abstract. It would usually include highlights from the following project proposal items:

- Problem statement;
- Project objectives;
- The implementing organization(s);
- Key project activities;
- The total project budget;

It is recommended that the project summary should not be longer than 1 page.

7-6.1 Project Summary - exercise

Instructions

Divide participants in same groups by 2-4 people. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write down. Ask participants in each group to write the project summary for the already developed project.
Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

30 min.
Small group session

15 min.
Discussion in plenary

7-7 Model for a project proposal

Instructions

Provide the participants with a handout that lays out a project proposal format and briefly go over its content. Ask participants if they recognize its elements and if they will be able to independently use the format to write a full proposal. Ask for questions, comments and clarifications.

15 min.
Presentation

Q&A

Discussion in plenary

Content

PROJECT FORMAT

1. PROJECT BACKGROUND
    - 1.1 Project basis
        - Context
        - Organizations involved
    - 1.2. Justification
        - Problem Statement
        - Priority Needs
        - Approach

2. PROJECT DESCRIPTION
    - 2.1. Project Objectives
        - Overall Objectives
        - Project Purpose
        - Results
    - 2.2. Target Group
    - 2.3. Description of Project Activities
    - 2.4. Activity Plan
    - 2.5. Resource Plan
    - 2.6. Management and Personnel
    - 2.7. Monitoring and Evaluation
    - 2.8. Reports
    - 2.9. Follow up activities
    - 2.10. Analysis and risks

3. BUDGET
    - 3.1.Expenditures
    - 3.2. Dynamics

4. ANNEXES
    - 4.1. Information, Studies for the General Context
    - 4.2. Information for the organizations involved in the

implementation
4.3. Additional Information on the Management and Personnel
4.4. Maps / Graphics
4.5. Procedures and forms
4.6. Other

tip: The Neighbor Rule:
After the project proposal is finished, give it to somebody (e.g. neighbor) that does not have a clue what your proposal is about and ask him to read it carefully. Write down all the questions he asks about the project. Next thing to do is to rewrite the proposal in such a way that all the questions of the neighbor have been answered.

This can be your tool for measuring how understandable your project is, and will the donor understand it in the same way that you want to present it.

7-8 Workshop summary and evaluation

20 min.
Presentation

Q&A

Instructions
Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.
Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.
Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave.

Chapter V Effective Communication within NGO

1. Table of content

2. Objectives of the Chapter:

- To clarify the role of the sender of a message, to clarify the role of the receiver and to analyze miscommunications and the way they occur.
- To help participants share information more effectively and to decrease misunderstandings when opinions, values, and feelings differ.
- To increase participants' understanding of how to run an effective meeting that accomplishes its stated objectives.

3. Proposed Agenda

15 minutes	**Welcome and Agenda Review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
30 minutes	**Types of communication**	**(7-2)**
	• Verbal communication	**(7-2.1)**
	• Non-verbal communication	**(7-2.2)**
	❖ Communication exercise	**(7-2.3)**
	❖ Communication exercise- feedback	
120 minutes	**Elements of Effective Communication**	**(7-3)**
	• Active listening	**(7-3.1)**
	• Paraphrasing, Assumptions, Asking Supportive Questions, Feedback and Criticism	**(7-3.2)**
	• The Telephone Game Exercise	**(7-3.3)**
	• The Art of Paraphrasing Exercise	**(7-3.4)**
	• Effective Communication - feedback	**(7-3.5)**
60 minutes	**Productive meetings**	**(7-4)**
	❖ Meeting role play Exercise	**(7-4.1)**
	❖ Discussion in Plenary	
60 minutes	**Principles of leading conversations**	**(7-5)**
	❖ Dealing with Challenging Participants Exercise	**(7-5.1)**
	❖ Discussion in Plenary	
20 minutes	**Workshop summary and evaluation**	**(7-6)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

Communication in a narrow sense can be defined as the art of expressing and exchanging ideas in speech or writing. In a broader sense communication covers all kinds of verbal and non-verbal transmitting of information. Good communication skills provide a foundation for success of the NGO. Communication skills are mostly real eye-openers; the moment you gain insight into the mechanisms that underlie effective communication your communications kills will immediately improve. Communication skills can continuously be developed and refined.

This chapter is designed to serve the trainer to deliver training on effective communication, in general targeted for NGO needs. Participants will learn to analyze their needs and to improve their performance. Also, it serves as a reminder about the trainer's personal communication skills.

The chapter focuses on the interpersonal communication within the NGO as well as within a team. It includes characteristics of verbal and non-verbal communication, active listening, feedback and tips for effective communication. It furthermore includes guidelines and tips on how to prepare an effective meeting, and the basic principles of leading a conversation.

Effective communication is seeing (noticing), thinking and feeling!

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review **Instructions** Welcome the participants and thank them for coming. State the reasons the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical information that establishes the trainer's credentials. Personalise the formal introduction. Ask each participant to introduce him-/herself, learning something new about where they work, why they work for the organisation and/or personal interests (or use exercises No. 3, 4, 5, 7 form the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the participants are in terms of their interests, motivation, and background Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. Go over the agenda and announce break times. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour with participants.	*15 min.* Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercises No. 2, 7 or 14 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** Transition to the introduction of the workshop topic by giving general information on what effective communication is and why it is needed. **Content** When we talk or when we are silent, when we laugh or make faces, when we are angry – we are communicating. Communication is a concept that involves every usage of speech, words, symbols, expression of feelings, thoughts, attitudes, transmitting information and so on… Communication is the process of transmitting and receiving messages, signals and information, the process of creating something mutual, human interaction by using words and other symbolic means. There are some set prejudices about communication which are widely accepted by many people:	*15 min.* Presentation

- Communication is something we all know and good communication is thought to be obvious;
- Total power of communication against feeling of powerlessness/helplessness;
- We communicate by words only;
- Communication is a conscious and deliberate activity;
- It is possible to completely control our communication.

5 min.
Presentation

7-2 Types of communication

Instructions
Explain that you will present the two basic types of communication and how to recognize them. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
Basically there are two types of communication:
Verbal communication
Non-verbal communication

7-2.1 Verbal communication
Verbal communication is the process of mutual transmission of meanings with words in speech or in writing.

Characteristics of verbal communication:

- Words are the symbolic expression of thoughts.
- Meaning of the words is (mostly) agreed on.
- Communication makes sense from the verbal context in which words are used.
- Verbal communication is to a large extent under conscious control.

10 min.
Presentation

Q&A

7-2.2 Non-verbal communication
Instructions
Refer in your presentation to non- verbal communications, and point out why people have difficulties in everyday communication. Ask for questions at the end of presentation.

Content
Less than 10% of the impressions we receive from another person is communicated verbally, i.e., by what he or she says. Nonverbal communication is much more important for successful communication and mutual understanding. Nonverbal communication is mutual transmission of meanings in direct contact by all means that are not verbal. Facial expression, body movements, tone of voice: these are all ways of communication whose meanings depend on a certain culture; for example, in certain social groups shaking your head left and right means "yes", but in some other cultures, this means "no", and tapping your the middle of your forehead with your finger might in some cultures mean that the person you are talking about is very cleaver, but in other cultures it means the very opposite, the person is stupid.

Elements of non-verbal communication:

- Physical characteristics and specifics;
- Facial expression and body movements;
- Personal space and touch;
- Paralinguistic signals;
- Objects signs.

Very often in everyday life, people encounter difficulties in communication – communication noise:

- **Misunderstanding of language** used by co-speakers (technical terms, foreign language, colloquialisms).
- **Co-speakers lack of concentration on conversation (lack of attention, distraction).**
- **Prejudice, stereotypes, negative attitudes** towards co-speaker (towards origins, race, religion).
- **Inappropriate expectations** from co-speaker (that he or she doesn't like us, they want to spite us, that they won't understand us).
- **Emotional pressure** (preoccupation with problems, jeopardised goals).
- **Social anxiety (**co-speakers are introvert, unsure, with low self-esteem, nervous**).**
- **Breaking some rules of communication** (intentionally or unintentionally, for example, when introduced, when thanking, when interrupted, obtrusiveness, insult).

Manipulation games (showing interest but wanting to cause conflict; inviting co-operation but wanting to dominate and to make decisions).

7-2.3 Communication exercise

10 min.
Small group session

Instructions
Refer to exercise No. 6 from the "Games and Exercises" Chapter in this manual.

Communication exercise feedback

5 min.
Discussion in Plenary

Ask the participants to comment on what they saw and experienced during the exercise. Open the floor for questions, comments and discussion.

7-3 Elements of effective communication

30 min.
Presentation

Q&A

Instructions
Present the information and elements of effective communication by focusing on active listening. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content

7-3.1 Active listening

"I could know everything if I kept silent so that I could listen" - *Latin proverb.* Listening is the key element for effective communication. Listening opens new horizons. The goal of real listening is to really understand what the co-speaker is trying to tell us. During this process, the listener can react, so that he or she can better understand the co-speaker. This is called ACTIVE LISTENING.

Before we try to explain the term "active listening", it is necessary to say something about non-listening and how can we recognise it.

Types of non-listening:
Pseudo (false) listening - the listener shows that he or she is concentrating on the conversation but in reality they are not listening.
Listening on one level - receiving one part of the message (verbal) but the other part is neglected.
Selective listening - only listening to what one is interested in, skipping everything else.
Selective refusal - concentrating only on topics which one does not want to hear. When this topic arises in conversation, the listener is simply repressing and rejecting it.
"Stealing" words – the listener is "listening" so he or she can steal an opportunity to begin speaking.
Defensive listening - the most innocent statements are perceived as attacks to which one reacts defensively.
"Ambush" listening – listening only so one can attack the co-speaker.

People tend to think of the listener's role as a passive one of receiving. However, a good listener shares responsibility by paying close attention and trying to understand. Good listening means using your own communication skills to help the speaker communicate the message.

- Most people are poor listeners. It has been estimated that we effectively listen only 25 percent of the time.

- Most people do not listen to understand; they listen with the intent of replying.

There are 5 levels of listening:

1- Ignoring
2- Pretending
3- Selective listening
4- Attentive listening - words only
5- Empathic listening – meaning

Active listening refers to the listener's attempt to help himself and the co-speaker to better understand sent and received messages. That is, messages are often imprecise and abstract, but the speaker is not aware of this. Besides, even he or she can be unsure about what they really want to say. A basic principle of active listening is to ask sub-questions, and most of all, so-called indirect questions. That is, direct questions about sensitive and personal topics can provoke discomfort, lead to negative or defensive reactions, distrust, and even to the complete withdrawal of the co-speaker and the breaking off of communication. So in complicated situations, when it is not clear what a certain person wants or feels, we use indirect questions, in other words, we paraphrase or summarise.

When you are actively listening to the other person, you are sending the following messages:

- I hear your problem.
- I understand how you feel about this problem.
- I will help you think about this problem and help you in trying to find other solutions.
- I believe in you and I believe that you alone can find your own good solution.

I listen actively in these ways:

- I decide to listen and to direct my attention to other speaker.
- I look into the co-speaker's eyes. I listen.
- I do not interrupt. (I do not ask "why", and I do not say, "Me too...").
- I paraphrase (I start my sentence with, "If I understand you correctly, you ...").
- I summarise by paraphrasing (I do not repeat the co-speaker's words, but rather, their meaning).

For example: Ivan says, "Marko spilled water on my chair and now he is laughing. I will rip up his picture."
The teacher paraphrases: "You are angry with Marko because now you have to work on your picture again. Let's see how are you doing with your picture...."

7-3.2 Paraphrasing, assumptions, asking supportive questions, feedback and criticism

30 min.
Presentation

Q&A

Instructions
Refer in your presentation to other effective communication elements, like paraphrasing, assumptions, asking supportive questions, and providing feedback and criticism. Ask for questions at the end of the presentation.

Content
Paraphrasing: Paraphrasing allows the speaker to know how well he or she is being understood and provides a second chance if a message was misperceived the first time. Paraphrasing consists of summarizing or restating what you have heard, in your own words, and asking the speaker if this is what they really meant.

Assumptions: People make assumptions all the time, but your assumptions about other people may be wrong or incomplete or perhaps you close your mind to the significance of new information from that person. Try to be aware of the conclusions you draw about others and remember that they are speculations. Recognize that there might be other conclusions you might draw from the same information. When an assumption affects the way you interact with a person, you might want to share the assumption with that person to find out whether it valid. You can help to clarify assumptions by simply stating, "I am assuming that ….. – is this a correct assumption?"

Ask supportive questions: Questions are a useful technique for getting information to help you better understand a speaker's message. It is often up to the listener to ask questions because the speaker does not know which parts of the message are unclear. Supportive questions are generally open-ended, meaning they allow for an unlimited choice of responses instead of just yes or no. Positively phrased questions, such as, "How could we have managed this meeting better?", are usually more supportive than negatively phrased ones such as "What did we do wrong?"

Feedback and criticism: Feedback is telling another person how you perceive what that person said or did. The most useful feedback describes rather than evaluates and is specific rather than general. Criticism is appropriate when another person's behaviour, as you have observed it, has caused a problem and you are dissatisfied and want change. The process of criticism includes telling the other person your observation, explaining how you feel about their behaviour, and stating what you want changed and why.

In brief, feedback should follow these basic rules:

- It should be constructive, rather than destructive;
- It should point towards a sense for improvement, rather than unduly criticizing a negative point;
- It should point towards future actions, rather than to reflect on past actions;

- It should address specific behavior, rather than criticizing general character and personality;
- It should be directed towards action plus change, and not to be passive plus standstill; It should therefore provide suggestions for future behavior;
- It should be geared towards the needs of the receiver, rather than towards the needs of the sender;
- It should be helpful and not judgmental;
- It should be a dialogue, not a monologue

In addition, it is desirable that feedback should be:
Descriptive. When we describe our experience, we are giving an opportunity to the other person to learn something about them and others. On the contrary, when we are judgmental or try to interpret something, we will push the person to become defensive. The description can be more precise if it is formulated in two steps; this is the situation that I want to talk about and this is what it does to me.
Formulated in 'I'-messages. When the person giving the feedback uses the I-form to formulate the feedback he/she can avoid direct defensive behavior from the side of the receiver. 'I'-messages will implicitly convey the message that the comments are the personal observations of one person only and that that person does not necessarily have to be totally right.
Concrete. Implying to a concrete behaviour of the receiver that can be described and not to the general behaviour of the person.
Constructive and balanced. Taking into consideration the capabilities and needs of the receiver.
Useful. The feedback should be pointing to behaviour that can be changed. It is not useful to describe experiences that might frustrate us, but that refer to behaviour that the person simply can not change, stammering, for example.
On time. Feedback is more effective if it is directly follows certain behaviour. That is, if less time goes by between certain behaviour and insight on the effects that this behaviour had on others.
Wanted. Feedback is really effective if the receiver is open to hear it. It is most effective when the receiver himself is formulating questions that test the effectiveness of certain behaviour.
Checking. In a team, it is important that the sender and receiver of the feedback can check the content of the message. This could be done if receiver repeats in his/her own words how he/she understood a certain message. In this way we avoid misunderstanding, and in this process other members of the team can participate.
Of course, in the case of feedback information, besides content, nonverbal signs are very important. For example, tone of voice, body position and movements, can affect how the message is perceived.
One on one: a defensive reaction can more easily be avoided if the feedback is not aired in front of a group of people, but in a more safe one on one situation. If the receiver displays a strong defensive behavior it will be better to call for a time-out. Defensive behavior will urge the receiver to start

explaining why he/she did the things that you criticize, and they will blocked to hear exactly why you would like to see that same behavior changed.

The major rule for the receiver of the feedback is to listen calmly to what he/she is being told and to hold back the need to defend him/herself and to ask for further explanations if something was misunderstood. This can be done easily if members of the team are open and trust each other, and they want to be open to changing and understanding.

Feedback is away to support, but also to provoke and to encourage. Feedback might shed a light on parts of our person that are invisible for ourselves. Constructive feedback can really reassure us, since it provides us with helpful information on how our behavior is perceived by others. So we can differentiate:

Confirming feedback.The leader of the team or some other member of the group is confirming that a certain person is on the right track and making progress in achieving his or her goals.

Corrective feedback. An important person is making a statement that a member of the team is "wandering" in the attempt to realise a certain goal or in doing a certain activity.

Corrective feedback should be very carefully formulated. In addition to everything that has already been said about feedback, it should be based on the following principles:

- It should be said in a caring spirit and with consideration for the person to whom we are giving feedback.
- It should be connected with confirming feedback.
- It should be short and direct.
- It should not be directed to the personal characteristics of the person, but to his or her behaviour in a concrete case.
- It should be provided in moderation. Overdoing it can only make it more difficult for the receiver to understand and to process the feedback.
- A member of the team should be asked to comment on feedback and to expand it from his/her perspective.
- A member of the team should be encouraged to find alternative ways of achieving certain goals.

It is important to keep in mind that the goal of feedback is not to change the other person, but to give him or her, your impression.

7-3.3 Effective communication exercise – The telephone game
Instructions
Refer to exercise No.9 from the "Games and Exercises" Chapter in this manual.

20 min.
Small group session

7-3.4 Effective communication exercise – The art of paraphrasing
Instructions
Refer to exercise No.10 rom the "Games and Exercises" Chapter in this manual.

20 min.
Small group session

7-3.5 Effective communication exercise - feedback
Instructions
Ask the participants to reflect and comment of the exercises and the topic in general. Open the floor for questions, comments and discussion.

20 min.
Discussion in plenary

7-4 Productive meetings

20 min.
Presentation

Q&A

Instructions
Present the information and elements of a productive meeting by focusing on the factors that contribute to effective meetings. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content
Effective communication can be directly put to the test during meetings within the NGO. Running an effective meeting takes planning and strong facilitation. A good facilitator is concerned that the objectives of the meeting get accomplished, that the discussion keeps moving towards accomplishing these objectives, that participants do not get stuck arguing or telling irrelevant stories, and that decisions are actually reached. The facilitator has a crucial and demanding role, including directing the flow of discussion, resolving roadblocks, summarising points, keeping the discussion on track, capturing ideas and digressions, and keeping the spirit positive and productive. A well-trained facilitator can make a major difference in helping to achieve a productive meeting.
An effective meeting is one in which the participants feel good about themselves, and group members openly share ideas and concerns, work together constructively and positively, arriving at a result that is clear to all and leave the meeting feeling fulfilled and glad to be part of the group.

Some factors that contribute to an effective meeting are listed below:
a. Plan

- Make sure there is a need for the meeting.
- Prepare an agenda (seek input from others as needed).
- Arrange for the right people to be at the meeting.
- Start on time!

b. Inform

- Distribute the agenda at least one day in advance.

- Send out background materials that people need in order to be prepared
- Clearly communicate the intent of each agenda item, ex. Discussion or decision; don't just list headings.
- Ensure that the people who are supposed to be there know about the meeting.
- Ensure that people know what information they are expected to provide during the meeting.

c. Prepare

- Put agenda items in a logical order.
- Allocate appropriate time for each agenda item.
- Indicate the goal for each agenda item; discussion or decision.
- Organize the material to be presented.
- Record ideas on a flipchart so information can be saved.

d. Structure/Control

- Have a clear purpose for the meeting and stick to it!
- Establish ground rules for the meeting, such as no interrupting speakers or no side conservations during the meeting.
- Use a timekeeper to keep on the meeting on schedule.
- Have the recorder periodically summarize information and decisions.

e. Summarize and Record

- Designate someone to record ideas and decisions.
- Make sure the recorder understands what to record and how to record it.
- Document decisions and actions as soon as they are made.
- Prepare and distribute minutes of the meeting as soon as possible after the meeting.
- Approving the minutes should be the first item on the agenda of the next meeting. Assembling a 'Things-to-do' list , clearly mentioning who will do what and when, to be reviewed at the start of the next meeting will greatly enhance the effectiveness of the meeting.

Meeting Tips:

- Review the minutes from the previous meeting. Check any agreements or decisions that were made. Go through the 'Things-to-do' list and check if the actions that were agreed upon during the last meeting have been taken.
- Evaluate the meeting when the meeting is over. Analyze what went well and what didn't, and how to improve the next meeting.
- Write the topics being discussed on a blackboard or on flipchart so that participants can keep track of what is being discussed.
- Don't let the end of the meeting deadline push the group into a poor decision. The "lets just make the decision and get out of here" mentality often results in a poor decision. It's better to take an extended break.

- Arrange the furniture so that everybody can see each other, e.g. semi-circle or circle.
- Ask if there are any amendments to the agenda that has been sent out. Assign times for each agenda item. Ask someone to act as timekeeper to make sure the agenda stays on track.
- At the end of the meeting, the facilitator summarizes any decisions that were made, actions to be taken next, and who will do what steps within what timeframe. All this information will be assembled in a 'Things-to-do' list, to be reviewed at the start of the next meeting.

7-4.1 Meeting Role-Play Exercise

30 min.
Role Play

Instructions
Refer to exercise No. 11 from the "Games and Exercises" Chapter in this manual.

10 min.
Discussion in plenary

Meeting Role-Play exercise feedback
Ask the participants to reflect and comment on the exercises and the topic in general. Open the floor for questions, comments and discussion.

20 min.
Presentation

Q&A

7-5 Principles of leading conversation

Instructions
1. Present the information on how to pose questions that provide answers and improve communication by focusing on types of questions to ask. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of presentation.

(content) ***Avoid asking WHY questions!***
Generally people don't have an answer to WHY.
This question in general provokes all kinds of defensiveness, rationalisation or incorrect listing of reasons.

Use the questions WHAT and HOW and they will help in:

- Defining the situation better (How do you see this situation?).
- Breaking the problem into smaller pieces (What hurts you in this situation?).
- Redefining problems (What is really the problem in this situation? Can you define it in another way?).
- Finding out personal expectations (What do you expect from yourself in this situation? How would you like to solve this situation?).
- Evaluation of readiness to get personally involved (What are your real possibilities in this situation?).
- Recognition of personal responsibility for the problem (How does this situation and its solution depend on you and on your behaviour?).
- Realisation of other ways one can look at this situation (How are others looking at this situation? What would someone that you highly respect say in this situation?).

Changing statements into questions
Encourage the co-speaker to change statements connected with a situation or problem into questions. (Everybody expects me to adjust to this situation. What does it mean for you to adjust to this situation? What would you gain and what would you lose?)

Breaking the problem into smaller pieces
Everything said leads to further breaking the problem down into the smaller pieces. This could also be done with direct a question. (Can you break this problem into a couple of smaller sub-problems?)

Sharing personal or other people's experiences

We can pass on personal experiences or the experiences of other people in similar situations. We can leave this for the end of the conversation and use I-sentences, as a personal story, not as an example or rule. Do not use phrases like, IT SHOULD HAVE, IT COULD HAVE, IT WOULD BE BETTER IF…

7-5.1 Dealing with challenging participants exercise

30 min.
Small group session

Instructions

Refer to the same exercise form the previous session - the Meeting simulation.

Dealing with challenging participants exercise feedback

10 min.
Discussion in plenary

Ask the participants to reflect and comment on the exercises and the topic in general. Open the floor for questions, comments and discussion.

***7-6 Workshop summary and evaluation*:**

20 min
Presentation

Discussion in Plenary

Instructions

Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.

Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.

Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave.

Chapter VI Team Building

1. Table of content

2. Objectives of the Chapter:

- To explain the concept of teamwork.
- To help participants understand the dynamics of a team and how a "team" mentality will help them to work co-operatively together.
- To increase participants' understanding about different human resource management tools, and when it is appropriate to use them.

3. Proposed Agenda

15 minutes	**Welcome and Agenda Review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
60 minutes	**Elements of a Successful Team**	**(7-2)**
	❖ Small group sessions:	
	Team Building Exercise	**(7-2.1)**
20 minutes	**Team work**	**(7-3)**
80 minutes	**Group Dynamics**	**(7-4)**
	❖ Small group sessions:	
	Team work and group dynamics exercise	**(7-4.1)**
30 minutes	**Motivating people**	**(7-5)**
	❖ Small group session:	
	Motivating people exercise	**(7-5.1)**
	❖ Discussion in Plenary	
40 minutes	**Communication**	**(7-6)**
	❖ Small group session:	
	Basic communication exercise	**(7-6.1)**
40 minutes	**Delegation of responsibilities**	**(7-7)**
	❖ Small group session:	
	Delegation of responsibilities exercise	**(7-7.1)**
20 minutes	**Workshop summary and evaluation**	**(7-8)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

The "Team Building" Chapter of the Trainers Manual is focused on teamwork, as well as managing human resources as a key for success of a modern environmental organisation.

The need to work in teams is essential in many spheres of life, and every single day we meet different teams, such as project teams, task teams, teams in sports, etc.
A team is a collection of people who come together to achieve a common goal that they defined together. The most important characteristics to the members of a true team are that the team's goal is more important than the individual pursuit of each of the team members.
This Chapter is designed to enable the trainer to share knowledge and experience with present and future team leaders, managers, co-ordinators and members of various teams, groups, etc., in order to help them establish and coach their teams in the right way. It also can serve as a tool for understanding group dynamics, and help to facilitate a team-building process.

The Chapter includes information and techniques about: how to build and understand the key elements of a strong team; analysis of teamwork and group dynamics; basic communication skills necessary for managing human resources in the team; team development; motivation of team members; communication within the team; and delegation of responsibilities.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review	*15 min.*
Instructions Welcome the participants and thank them for coming. State the reasons why the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical description, which establishes your credentials as a trainer personalise the formal introduction. Ask each participant to introduce him-/her, learning something new about where they work, why they work for the organisation and/or personal interests (or use exercises No. 3, 4, 5 or 7 from the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the individuals are in terms of their interests, motivation, and background. Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. List the expectations on a flipchart. This flipchart should be reviewed at the start of the final evaluation to check if all expectations were met. Go over the agenda and announce breaks. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour (smoking, us of mobile telephones, etc.) with participants.	Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercises No. 14 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** Transition to the introduction of the workshop topic by giving general information on teamwork and its importance.. **Content** Managing people is the most challenging and difficult aspect of the manager's job. Each person is unique, and while theories of motivation may be able to predict the behaviour of most of the people most of the time, they cannot be counted on to predicts what an individual will do in a specific situation. The art of management knows the limitations of the theory and to modify predictions when necessary. Human Resource Management has been defined as the process of "getting the right number of qualified people into the right job at the right time". It can be	*15 min.* Presentation

defined as the process of accomplishing project objectives by acquiring, retaining, developing, and properly using human resources in an organisation. The acquisition of skilled, talented, and motivated people is an important part of Human Resource Management.

30 min.
Presentation

7-2. Elements of a successful team

Instructions
Present the information and elements of a strong team. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of your presentation.

Content
The essential elements of a successful team include:

- Team members share a common goal or goals.
- Team members have individual tasks and roles that help to achieve group goals.
- Members participate equally in discussion and decision-making, and in sharing the workload. This builds ownership and mutual respect among team members.
- Team members co-operate with and respect one another, and tolerate individual differences.
- Team members trust each other
- Honest and open communication is fostered among team members.
- Team members are willing to resolve conflicts quickly.
- A team is united in its efforts. Individual accomplishments are of secondary importance.

A "team" necessarily means that each team member shares in the overall responsibilities according to their ability and knowledge. Decisions are made openly, and whenever possible, the team uses consensus as the primary means for making decisions. Team building requires time and practice. To foster a co-operative working relationship among team members, it is important to remember the following:

- Team members share in achieving the overall goals of the group, thus promoting the feeling that everyone is responsible for some portion of the work and that everyone can contribute according to their abilities and knowledge. To the degree feasible, each team member has a work assignment. Each team member has a clear understanding of his or her individual responsibilities and the relationship of these individual responsibilities to achieving the group's overall goals. However, it's important that each member has willingly accepted or volunteered for those responsibilities.
- Team members listen actively to all proposed ideas and expressions of feeling. Discussion and participation by team members is actively encouraged.
- Team members make decisions as openly as possible, explicitly stating assumptions and reasons for a decision. Whenever possible, seek consensus, accept different points of view, and attempt to incorporate or to acknowledge differences of opinion, without pretending they don't exist.

Teamwork requires a different attitude than solitary work. Team members need to work together and support one another rather than try to do all of the

work or get all the credit themselves. For example "stars" or celebrities are often unable to work effectively in a group. The team leader often plays a guiding or facilitating role in order to allow the team to find and maintain its collective style. Listed below are suggestions to improve teambuilding within your group.

- Do practical problem-solving regularly; use brainstorming whenever possible. This stimulates teamwork and reinforces mutual understanding.
- Conflicts within any group are natural. These conflicts need to be managed and should be worked through to get insight into the underlying dynamics. Conflict should therefore be tackled as soon as they become known so that the group can learn to function more effectively. Conflicting viewpoints need to be aired and areas of agreement identified. This helps to promote greater understanding based upon mutual respect.
- Use meetings as an opportunity to practice and underscore teamwork and to promote good human relations and work habits.
- If new persons join a team, make a special effort to get them acquainted with what has been happening and to make them feel welcome. Be sure to make a long-term planning and work planning part of your team's activities, thus strengthening the awareness of all of the group's goals and objectives and reinforcing team member's sense of commitment.
- Special attention should also be paid to a person leaving the team. Efforts to keep the knowledge and information from the person available for the team can be very beneficial. Maintaining good contacts with persons that once were part of the team and have found interesting jobs will certainly pay off. They might become important parts of your network.

7-2.1 Team Building exercise

20 min.
Small group session

Instructions
Refer to exercise No. 1 from the "Games and Exercises" Chapter in this manual.

10 min.
Discussion in Plenary

Ask participants to comment what they have learned on the subject and on the information presented and the exercises. Open the floor for questions, comments and discussion.

7-3 Team work

20 min.
Presentation

Instructions
Refer to the key elements of a group and compare them with the key elements of a team. Discuss that with the participants and assess their personal experience on the differences between group and team. You can use flipchart paper or transparencies to support major talking points in your presentation.

Content
A team is a collection of people who come together to achieve a clear and compelling common project goal that they have defined together. Also, TEAM is an acronym: Together Everybody Achieves More. To the members of a true team, the team's goal is more important than their own individual pursuits. It's this factor that gives a team its cohesion. Team members also cooperate in work planning and co-ordinate roles. Their work lives are linked together and they depend on each other.
To arrive at a well-functioning team all team-members have to invest in reliability, accountability, respect and trust. You need to be able to trust others to do what they are supposed to do in the best possible way. You need to be trustworthy yourself by doing what you promised to do.
Overview of the key elements of a team vs. the key elements of a group:

Key elements of group:

- May be strangers.
- "I" focused individuals.
- Lack of compelling goal.
- No norms.
- Roles loosely linked.
- Individual accountabilities.

Key elements of team:

- Collective "We" Focus.
- Common goal.
- Operate by own set of team norms.

- Have linked roles and responsibilities.
- Teams seek and gain empowerment.
- Focus on problem solving and process improvement.
- Shared leadership role.
- Debate to make sound decisions.
- Open and trusting.

20 min.
Presentation

Q&A

7-4. Group dynamics

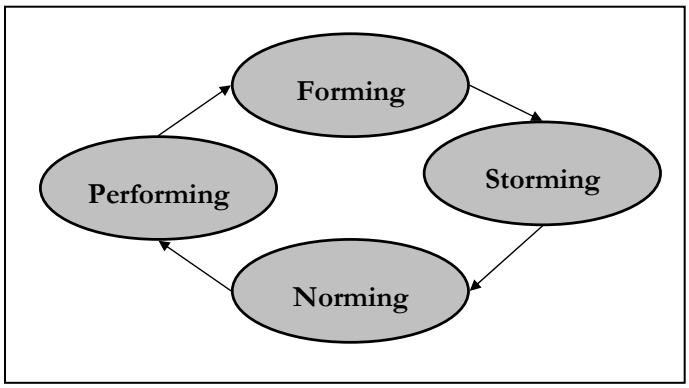
Instructions

Continue your presentation by presenting and describing four stages of group dynamics and their characteristics. Also, give some tips on how to have more effective teamwork. Ask for questions at the end of the presentation.

Content

The process of evolution of the group into team is known as group dynamics and it is consisted of four stages:

- Forming,
- Storming,
- Norming,
- Performing.



Each of the phases has the following characteristics:

1. Forming

- Members unsure;
- Uncertainty;
- Low trust;
- Need direction;
- Commitment low;
- Group skills unrefined;
- Overly dependent on leader.

Main Strategy: Build team spirit and comfort while providing lots of structure for activities.

2. Storming

- Conflict emerges;
- Frustration sets in;
- Animosities develop;
- Cliques form;
- Leader is rejected;
- Power struggles;
- Emotional arguing.

Main strategy: To listen, address conflict, referee assertively, and resolve issues collaboratively.

3. Norming

- Members "own" the team's problems;
- Conflicts are resolved;
- Power issues are resolved;
- Team norms are redefined;
- Performance problems are corrected;
- Empowerment plans are created.

Main Strategy: To support team improvement efforts and encourage member empowerment.

4. Performing

- High productivity;
- Conflicts managed by members;
- Commitment to goal high;
- Roles and responsibilities clear;
- Members behave in a facilitative manner;
- Team continuously improves itself;
- Members feel committed and bonded.

Main Strategy: Build agendas together, share facilitation responsibilities, collaborate, and act as a resource.

People should have a thorough understanding of their team's task. It is interesting to compare your view of that task with the views of your colleagues. The entire team needs to have the same understanding to achieve the goals that have been set.

The team is more effective when individuals are willing to play an active role and are confident enough to sort out problems when they arise, even when it is not specifically the responsibility of any one person to do so.
Being part of a team involves working with all kinds of people. In the best teams, the team members ARE different.
(see figure No. 1 - Belbin's Team Roles)
People working within a group or team bring to the group two key things. The first is their competency – specialist knowledge, qualifications, experience, etc – which are typically the reasons why they have been hired. These might include: computer skills; carpentry ability; understanding of production techniques; typing proficiency; knowledge of health and safety; and an almost infinite array of other things. Let's call this the "Task" focus. The second is the way they work with and contribute to a group, thereby enhancing the effectiveness of the group. We'll call this the "Team" focus.
Obviously the Task focus is concerned with getting the job done. Less obviously, the Team focus is concerned with how the job gets done.

Some managers make the mistake of choosing people who seem to be the same. Most teams need people with different technical skills. Team members will also have different personal and social skills. The manager needs to be aware of the skills of the team members. A team is more effective when it can draw on a range of different skills and abilities and when individuals recognise

their own weaknesses and strengths. It is difficult for a team to feel like a team if it never comes together as a team.
A team meeting can be a useful opportunity to:

- Share relevant or important information;
- Address specific problems or issues;
- Review progress/performance;
- Consult / listen;
- Work out a plan of action.

The team environment should be participatory. Everybody should know that if they are involved in a team meeting, it is important to play an active part in it by:

- Bringing relevant information, such as agenda, minutes, reports, and figures;
- Arriving on time;
- Listening to others and not interrupting;
- Contributing your own thoughts and ideas;
- Sticking to the point;
- Raising issues, but in a non-controversial way.

The team cannot work well without you. You cannot be totally effective without the team. All members of the team depend on each other. It is the manager's task to create a working environment in which everybody feels free to:

- Check what is expected from her/him;
- Clarify his/her role with others;
- Take the initiative;
- Be prepared to accept responsibility;
- Support colleagues;
- Value different qualities and skills in other people;
- Share information;
- Communicate with the team.

7-4.1 Team work exercise

40 min.
Small group session

20 min.
Discussion in Plenary

Instructions

Refer to exercise No. 11 from the "Games and Exercises" Chapter in this manual.

Ask participants to comment on what they have learned about the subject and to share their personal facilitation experiences, if any. Open the floor for questions, comments and discussion.

7-5 Motivating people

10 min.
Presentation

Q&A

Instructions

Explain that you will provide a definition of motivation and what it means when people work together. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation

Content

The word motivation comes from Latin word *movere*, which means to move. Numerous definitions are given for term and they usually include notions as aim, desire, end, impulse, intention, objective, and purpose. These definitions normally include the three common characteristics of motivation.

- First, motivation is concerned with what activates human behaviour.
- Second, motivation is concerned with what directs this behaviour toward a particular goal.
- Third, motivation is concern with how this behaviour is sustained.

Understanding motivation itself helps the manager to determine what motivates people to be more productive. We do not do a project only for others but for ourselves as well. It is the manager's task to identify what makes people enjoy the project.

7-5.1 Motivating people exercise

10 min.
Small group session

20 min.
Discussion in Plenary

Instructions

Refer to exercise No. 12 from the "Games and Exercises" Chapter in this manual

Ask participants to comment what they have learned on the subject and to share any personal facilitation experiences. Open the floor for questions, comments and discussion

7-6 Communication

15 min.
Presentation

Q&A

Instructions

Explain that you will refer to essentials of effective communication when interacting with other members involved in the same project or program. You can use flip- chart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation

Content

It is the act or action of transmitting information. Effective communication is an essential element of everything that a manager does. Every function of management; planning, organising, staffing, leading, and controlling, requires effective communication skills. For example, objectives set in the planning process must be communicated and explained to the entire project team. Communication with the project team and organisation can occur in many forms, from face-to-face contact involving facial expressions and body movements to written communication in the form of memos, letters, reports etc. Managers have to be very good communicators. Their message has to be clear. Managers must make certain that their team members have understood the message. Element of good communication are:

- Meta-communication *
- Listening *
- Feedback *

For more information refer to Chapter: "Effective Communication in the NGO" in this manual.

7-6.1 Basic communication exercise

Instructions

Refer to exercise No. 6, 7, 9 or 10 from the "Games and Exercises" Chapter in this manual.

15 min.
Small group session

Ask participants to comment what they have learned on the subject and to share any personal facilitation experiences. Open the floor for questions, comments and discussion

10 min.
Discussion in Plenary

7-7 Delegation of responsibilities

15 min.
Presentation

Q&A

Instructions

Move on to how to delegate to other members of the project team. Also discuss how to set priorities and distinguish between urgency and importance. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content:

Delegate tasks to the project team or to the volunteers in the organisation. There is a mistaken attitude about delegating work: "If you want something done right, do it yourself." Managers who try to do everything themselves find that their time is very quickly consumed and that unimportant tasks take up more time than the important ones. Why is it that managers sometimes do not like to delegate? One reason is that it seems that you lose a lot of time teaching others how to do the job. At first, this may be so, but this investment of the manager's time is usually quickly recouped through subsequently saved time. Another reason is that they often feel comfortable doing things that should be delegated. This happens more often in the case of people who are new to managing. It is usual for new managers to feel more comfortable doing the same task that they had been doing before. Generally, people are hesitant to venture into new and unknown areas of responsibility.

Despite all the reasons for not delegating, there are some very strong reasons why a manager should delegate.

The first is time. The manager's time should be devoted to managing. Another reason to delegate is that it is the best method of developing and satisfying project team members. Successful delegation involves delegating tasks and responsibilities that stimulate people.

How to delegate? The best way is to decide which tasks can be delegated. The first step is to analyse how the manager spends his/her time. Keeping a daily time diary in which the manager records how his/her time is actually spent can help identify the functions and duties that can be delegated and those that cannot, and is an aid in setting priorities. The following chart can help to make decisions, especially when urgency and importance are the primary considerations. This chart shows how different types of tasks, assignments, meetings, commitments, etc., can be handled, depending on their urgency and relative importance.

1. Low Urgency/Low Importance
2. High Urgency/Low Importance
3. Low Urgency/High Importance
4. High Urgency/ High importance

Low urgency / low importance
1. These items can be postponed, ignored, avoided completely, or referred to someone else.
High urgency / low importance
2. Do it yourself if spare time is available. Otherwise, delegate; get someone else to do it!
Low urgency / high importance
3. These items can be handled by you or at least delegated to someone else so that work can begin on building the foundation for solving the problem or meeting the opportunity.
High urgency / High Importance
4. You should undoubtedly handle these items yourself.

After determining which tasks can be delegated and who can handle each task, the next step is to grant authority in making commitments and taking action to perform those tasks. The final step is to create an obligation (responsibility) and to monitor if the delegated tasks are carried out correctly.

7-7.1 Delegation of responsibilities exercise
Instructions
Ask each participant to make a list of the usual daily activities. Tell them to divide the activities according to urgency and importance. At the end ask them to find which activities can be delegated to somebody else form the team.. Ask few participants to present the list of delegated activities.

15 min.
Small group session

Ask participants to comment what they have learned on the subject and to share any personal facilitation experiences. Open the floor for questions, comments and discussion

10 min.
Discussion in Plenary

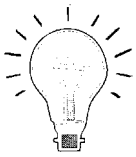
7-8 Workshop summary and evaluation

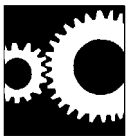
20 min.
Presentation

Q&A

Instructions
Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.
Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.
Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual).
Thank them for completing it before they leave.

Figure No.1 Belbin's Team Roles

Coordinator **CO** 	Characteristics:	Mature, confident, good chairperson; clarifies goals; promotes decision making; delegates well; recognises where team's strengths and weaknesses lie and ensures best use is made of each member's potential.
	Tolerable Weaknesses:	Can be seen as manipulative; offloads personal work.
	Suggested Task Allocation:	Should be best person to co-ordinate group effort; ensure that everyone has a useful role and team works towards common and agreed goal.
Shaper **SH** 	Characteristics:	Challenging, dynamic, thrives on pressure; drive and courage to overcome obstacles; shapes way in which team effort is applied, directing attention generally to objectives and priorities; seeks to impose some shape or pattern on group discussion and on outcome of group activities.
	Tolerable Weaknesses:	Prone to provocation; offends peoples' feelings.
	Suggested Task Allocation:	Should be person best suited to overcome obstacles and opposition; create a sense of urgency and ensure that talk is turned into worthwhile action.
Plant **PL** 	Characteristics:	Creative, imaginative, unorthodox; solves difficult problems; redefines problems; advances new ideas and strategies with special attention to major issues and possible breaks in approach to group problem.
	Tolerable Weaknesses:	Ignores incidentals; too preoccupied to communicate effectively.
	Suggested Task Allocation:	Should do most problem solving or be responsible for generating new strategies or ideas and proposing solutions to rest of team.
Monitor Evaluator **ME** 	Characteristics:	Sober, strategic, discerning; sees all options; judges accurately; analyses problems; evaluates ideas and suggestions so team is better placed to take balanced decisions.
	Tolerable Weaknesses:	Lacks drive and ability to inspire others.
	Suggested Task Allocation:	Should be responsible for ensuring all worthwhile options are considered; needs a key role in planning; an arbiter in event of controversy.

Resource Investigator **RI** 	Characteristics:	Extrovert, enthusiastic, communicative; explores opportunities, develops contacts; explores and reports on ideas, developments and resources outside group; creates external contacts that may be useful to team; conducts negotiations.
	Tolerable Weaknesses:	Over-optimistic; loses enthusiasm once initial enthusiasm has passed.
	Suggested Task Allocation:	Should be responsible for developing outside contacts and exploring new opportunities; needs a chance to conduct negotiations but must report back to group.
Team Worker **TW** 	Characteristics:	Supports members in their strengths; eg building on suggestions, underpinning members in their shortcomings, improving communications between members and fostering team spirit generally.
	Tolerable Weaknesses:	Indecisive in crunch situations.
	Suggested Task Allocation:	Should play a floating role, using versatile qualities to help with features of work that others cannot manage. Should use diplomatic skills to overcome conflict.
Implementer **IMP** 	Characteristics:	Turns concepts and ideas into practical working procedures; carries out agreed plans systematically and efficiently.
	Tolerable Weaknesses:	Somewhat inflexible. Slow to respond to new possibilities.
	Suggested Task Allocation:	Should be appointed organiser, responsible for procedures and practical steps to be taken once team reaches significant decisions.
Completer Finisher **CF** 	Characteristics:	Ensures team is protected as far as possible from mistakes of both commission and omission; actively searches for aspects of work that need a more than usual degree of attention; maintains sense of urgency within team.
	Tolerable Weaknesses:	Inclined to worry unduly. Slow to respond to new possibilities.
	Suggested Task Allocation:	Should ensure team's work meets necessary deadlines and conforms to highest standards. Responsible for ensuring no inaccuracies or errors.
Specialist **SP** 	Characteristics:	Feeds technical information into group; translates from general into technical terms. Contributes professional viewpoint on subject under discussion.
	Tolerable Weaknesses:	Contributes on only a narrow front; dwells on technicalities.
	Suggested Task Allocation:	Should provide focus on technical issues confronting team; should provide knowledge and techniques in short supply.

Chapter VII Public Participation

1. Table of content

2. Objectives of Chapter

- To understand the theory, principles and practical implications of public participation;
- To learn about the Aarhus Convention and access to information;
- To learn about different methods and techniques for public participation in environmental decision-making;
- To learn how an NGO can use the Aarhus Convention to achieve its goals.

3. Proposed Agenda

15 minutes	**Welcome and agenda review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
30 minutes	**Basic roles for public participation**	
	• Public, public authority, and stakeholders	**(7-2)**
	❖ Discussion in Plenary	**(7-2.1)**
60 minutes	**Access to information**	
	• Aarhus Convention and access to environmental information	**(7-3)**
	❖ Small group session	**(7-3.1)**
	❖ Discussion in Plenary	
60 minutes	**Public participation in environmental decision-making**	
	• Methods for public participation	**(7-4)**
	❖ Small group session	**(7-4.1)**
	❖ Discussion in Plenary	
90 minutes	**Techniques of public participation in Environmental decision-making**	
	• Techniques of public participation	**(7-5)**
	❖ Small group session	**(7-5.1)**
	❖ Discussion in Plenary	
20 minutes	**Workshop summary and evaluation**	**(7-6)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

This chapter of the trainers manual explains the basic rights of citizens regarding access to information and public participation in decision-making in environmental matters. For Macedonia this issue is dealt with in an important international agreement, the Convention on Access to Information, Public Participation and Access to Justice in Environmental Matters, better known as the Aarhus Convention. The Aarhus Convention is in force since 30 October 2001 and is based on the premise that greater public awareness of and involvement in environmental matters will improve environmental protection. It is designed to help protect the right of every person of present and future generations to live in an environment adequate to his or her health and well-being. To this end, it provides for action in three areas, usually referred to as the three pillars of Aarhus Convention:

1. ensuring public access to environmental information held by the public authorities;
2. fostering public participation in decision-making which affects the environment;
3. extending the conditions of access to justice in environmental matters.

Macedonia signed and ratified the Aarhus Convention, and therefore this convention is one of the most important legally binding documents describing public participation in our country.

Participation of individuals and groups in the decision-making process implies that a government does not make decisions all by itself, but it but should inform and consult with the public, be it individuals or groups. The Aarhus Convention formulates public participation as the right of all interested parties to take active part in decision-making. The modalities of public participation are based on the national legislation of countries, but should be in line with the more general provisions stated in the convention itself.

This chapter is designed to serve the trainer and the group as a guideline to the use of the Aarhus Convention, in order to start working towards a better future based on our basic legal rights.
The chapter includes: introduction to the Aarhus Convention; basic definitions in the convention, how the convention regulates access to environmental information, and methods and techniques for public participation.
Although a cornerstone to the convention, access to justice, the third pillar of Aarhus Convention is not dealt with in this chapter. For the moment it is not clear how this part of the convention will be implemented in Macedonia. New developments regarding this pillar will be part of an updated version of this manual.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review **Instructions** 2. Welcome the participants and thank them for coming. State the reasons why the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical description, which establishes your credentials as a trainer. Personalise the formal introduction. Ask each participant to introduce him-/herself, learning something new about where they work, why they work for the organisation and/or personal interests (or use games No. 3, 4, 5 or 7 from the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the individuals are in terms of their interests, motivation, and background. Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. List all expectations on a flipchart and review the list during the final evaluation of the training, to check if all expectations were met. Go over the agenda and announce when breaks will be held. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour (smoking, using of mobile phones, etc.) with participants.	*15 min.* Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercise No.11 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** 3. Transition to the introduction of the workshop topic by giving general information on what public participation is and by focusing on the Aarhus Convention basics. **(content)** The Convention on Access to Information, Public Participation in Environmental Decision-Making and Access to Justice in Environmental Matters (the Aarhus Convention) was adopted on June 25, 1998, during the fourth "Environment for Europe" Ministerial Conference in Aarhus, Denmark, under auspices of the United Nations Economic Commission for Europe (UN/ECE). After the required number of countries ratified the convention it entered into force on 30th October 2001. The Convention itself, as a legal instrument, contributes to the protection of the environment and connects this area with the broader area of human rights	*15 min.* Presentation

protection. It calles upon the countries that are Parties to the Convention to regulate and ensure one of the basic human rights - the right to a clean and safe environment.
This includes that they will providing to their citizens the following rights:
- Access to information;
- Public participation in environmental decision-making;
- Access to justice in cases when rights are being violated.

It is clear today that all areas of human existence are closely interconnected, in particular in one of the most prominent concepts: the concept of sustainable development. Sustainable development encompasses interconnections between environmental, economic, social and cultural aspects of life. Subsequently, all related human rights within these areas are closely connected. The majority of other human rights can hardly be exercised if certain basic human rights, such as the right to a clean and safe environment, are seriously jeopardised

20 min.
Presentation

7-2. Public, public authority and stakeholders

Instructions

Begin your presentation on public participation by describing the main roles necessary to explain public participation. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content

In order to successfully describe public participation, the main "roles" necessary for public participation should be explained. These "roles" are:

- Public
- Public Authority
- Stakeholders

What is the public?

Going "step-by-step" through the process of understanding public participation in the context of the Aarhus Convention, we have already posed a question: What does "public participation" really stand for, or what it does not stand for, or how is this term sometimes over-simplified? One of the basic issues with regard to public participation is "the public". What is "the public"? According to the regulations of the Aarhus Convention, *"the public" means one or more natural or legal persons, and, in accordance with national legislation or practice, their associations, organisations or groups.*

Citizens have learned that associating in environmental groups, associations and organisations, and in many other fields as well, makes them stronger and more influential in conducting certain complex procedures. Therefore the role of NGOs and social groups in building civil society is very important.

"Public authority" means:

(a) Government at national, regional and other levels;
(b) Natural or legal persons performing public administrative functions under national law, including specific duties, activities or services in relation to the environment;
(c) Any other natural or legal persons having public responsibilities or functions, or providing public services, in relation to the environment, under the control of a body or person falling within subparagraphs (a) or (b) above;
(d) The institutions of any regional economic integration organisation referred to in article 17 which is a Party to this Convention.

"The public concerned" means the public affected or likely to be affected by, or having an interest in, the environmental decision-making. For the purposes of this definition, non-governmental organisations promoting environmental protection and meeting the requirements that are formulated under national (= Macedonian) law are considered to have an interest under the terms of the Aarhus Convention.

Which citizens' groups can be regarded as concerned? According to Article 9, point 2 of the Aarhus Convention the following citizens' groups are regarded as concerned:

(a) Those having a sufficient interest or, alternatively,
(b) Maintaining impairment of a right, where the administrative procedural law of a country that is a party to the convention requires this as a precondition.

What constitutes a sufficient interest and impairment of a right shall be determined in accordance with the requirements of national, in our case Macedonian, law.

Stakeholders
Under the terms of Aarhus Convention, the term "a stakeholder" refers to all individuals, groups or organisations participating or with an interest to participate in a certain process. Apart from non-governmental organisations, i.e. citizens, either organised or individually engaged, public administration and the profit-economy sector are regarded as stakeholders in the decision-making process and exercising environmental rights.
Interested citizens or interested public do not always appear in the role of stakeholders, sometimes due to the fact that they are not fully familiar with their own rights in this field.

7-2.1. *Basic roles for public participation discussion*

10 min.
Discussion in Plenary

Instructions

Ask participants to comment on how they have understood the basic roles presented. Ask participants to brainstorm and define concrete organisations and groups, public authorities and stakeholders in some practical cases in which they have been involved. Open the floor for questions, comments and discussion.

7-3 Aarhus convention and access to environmental information:

20 min.
Presentation

Q&A

Instructions

Refer in your presentation to the Aarhus Convention as a tool to regulate access to environmental information. What is environmental information in the scope of this convention? Talk about cases in which a request for environmental information can be refused. Briefly talk about how long someone should wait for information and how much should be paid for it. You can use flipchart paper or transparencies to support the major talking points in your presentation. Ask for questions at the end of the presentation.

Content

What kind of information is regarded as environmental information within the scope of the Aarhus Convention? According to the provisions of the Convention, "environmental information" means any information in written, visual, oral, electronic or any other material form concerning:

(a) The state of elements of the environment, such as air and atmosphere, water, soil, land, landscape and natural sites, biological diversity and its components, including genetically modified organisms, and the interaction among these elements;

(b) Factors, such as substances, energy, noise and radiation, and activities or measures, including administrative measures, environmental agreements, policies, legislation, plans and programs, affecting or likely to affect the elements of the environment within the scope of subparagraph (a) above, and cost-benefit and other economic analyses and assumptions used in environmental decision-making;

(c) The state of human health and safety, conditions of human life, cultural sites and built structures, in as much as they are or may be affected by the state of the elements of the environment or, through these elements, by the factors, activities or measures referred to in subparagraph (b) above.

How does the Aarhus Convention regulate the right to environmental information?

Every natural or legal person has a right to ask for environmental information (Article 4.). Parties to the Convention, by joining the Convention, are obliged not only to provide the information in question, but also to:

- Inform the public about available sources of environmental information;
- Provide for appropriate recognition of and support to associations, organisations or groups promoting environmental protection and ensure

that its national legal system is consistent with this obligation;
- Promote environmental education and environmental awareness among the public (Article 3.).

Parties to the Aarhus Convention are not only obliged to inform the public on decisions that might have an effect on the environment but also to ensure direct public participation in such decision-making processes. In the event of any imminent threat to human health or the environment, whether caused by human activities or due to natural causes, all information which could enable the public to take measures to prevent or mitigate harm arising from the threat and is held by a public authority is disseminated immediately and without delay to members of the public who may be affected (Article 5., paragraph c).

Each Party to the Convention shall ensure that public authorities, in response to a request for environmental information, make such information available to the public, within the framework of national legislation, including, where requested and subject to subparagraph (b) below, copies of the actual documentation containing or comprising such information in the form requested unless:

1. It is reasonable for the public authority to make it available in another form, in which case reasons shall be given for making it available in that form; or
2. The information is already publicly available in another form .

In which cases can a request for environmental information be refused?

According to Article 4 of the Aarhus Convention, a request for environmental information can be refused if:

(a) The public authority to which the request is addressed does not hold the environmental information requested;
(b) The request is manifestly unreasonable or formulated in too general a manner;
(c) The request concerns material in the course of completion or concerns internal communications of public authorities where such an exemption is provided for in national law or customary practice, taking into account the public interest served by disclosure;
(d) A request for environmental information may be refused if the disclosure would adversely affect:

- The confidentiality of the proceedings of public authorities, where such confidentiality is provided for under national law;
- International relations, national defence or public security;
- The course of justice, the ability of a person to receive a fair trial or the ability of a public authority to conduct an enquiry of a criminal or disciplinary nature;
- The confidentiality of commercial and industrial information, where such confidentiality is protected by law in order to protect a legitimate economic interest. Within this framework, information on emissions which is relevant for the protection of the environment shall be disclosed;

- Intellectual property rights;
- The confidentiality of personal data and/or files relating to a natural person where that person has not consented to the disclosure of the information to the public, where such confidentiality is provided for in national law;
- The interests of a third party which has supplied the information requested without that party being under or capable of being put under a legal obligation to do so, and where that party does not consent to the release of the material; or
- The environment to which the information relates, such as the breeding sites of rare species.

Possibility of broad and different interpretation of these provisions of the Convention raised a number of discussions and critiques, with particular prominence of certain non-governmental organisations such as Regional Environmental Centre for Central and Eastern Europe. Author of text of the Convention and supporters of such provisions state that these exclusions will be restrictively applied, particularly in cases of discharge of pollutants in the environment (according to Article 4., paragraph 5).

How long does somebody have to wait for environmental information?

The environmental information referred to in paragraph 1 above shall be made available as soon as possible and at the latest within one month after the request has been submitted, unless the volume and the complexity of the information justify an extension of this period up to two months after the request. The applicant shall be informed of any delay and of the reasons justifying it.

How much do we have to pay for environmental information?

The concrete prices are not given, but designing a set of clear criteria and price lists is recommended. The Convention confirms that authorities have the right to demand a payment from the party that submitted a request for environmental information. The following exceptions regarding that right are:

- Individuals and non-profit associations/organisations;
- When information can be disclosed in electronic form or is not large (not calling for large expenses);

When information obtained is not going to be used for commercial purposes.

7-3.1 Access to environmental information - exercise

20 min. Small group session

10 min. Discussion in Plenary

Instructions

Divide participants into groups of 2 to 4 people, depending on the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask participants in each group to discuss about existing situations in Macedonia where the Convention has not been used properly for obtaining environmental information, about cases when a request for information has been refused, and whether some measures already have been undertaken to act in conformity with the Convention's directions.

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-4. Methods for public participation

20 min. Presentation

Q&A

Instructions

Continue your presentation on the methods for public participation in environmental decision-making. Make a distinction between formal and informal methods, and provide examples. You can use flipchart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content

Public participation in environmental decision-making is the main focus of the Aarhus Convention; access to information and access to justice provide, the other two pillars of the convention provide the necessary back-up for this important issue.

The following areas of environmental decision-making should ensure public participation according to the Convention:

- Decisions on <u>certain activities</u> (mainly referring to environmental impact assessment and threats posed by polluters); Article 6 and Annex I of the Convention provide a full list of activities in question;
- Decisions on <u>designing environmental plans, programs and policies</u>: public authorities are obliged to provide appropriate practical and/or other provisions for the public to participate during the preparation of plans and programs relating to the environment, within a transparent and fair framework, having provided the necessary information to the public (Article 7.);
- Effective public participation in the preparatory phase of <u>executive regulations and other generally applicable legally binding rules</u> that may have a significant effect on the environment. This requires that public authorities publish a draft version of the rules or make them publicly available otherwise, providing enough time for their thorough consideration.

Public participation in environmental decision-making in different phases of this process is possible in different forms: organising discussions, debates, public discussions, etc. The Aarhus Convention strongly recommends taking into account opinions of the public and the results of the public participation as much as possible.

Dissatisfaction can be demonstrated publicly by critiques, comments, petitions, etc. The Regulations of the Convention, which should be implemented through national legislation, provide for protection of citizens in cases of publicly displaying critiques and comments (unless they commit a criminal act).
The most direct public participation is most likely to be realised at the local level. Strong interest of citizens in their direct environment usually motivates them to organise themselves in associations or to submit petitions, and also to initiate protection of unique and important areas.

Methods for public participation in environmental decision-making are usually classified into two groups: formal and informal methods.

Formal methods
Formal methods are methods for public participation in environmental decision-making based on legislation directly or indirectly referring to environmental protection and exercising rights in this field. These rights include:

- Right to information;
- Right to freedom of expression;
- Right to freedom of speech;
- Right to associate;
- Right to an adequate environment;
- Right to submit appeals;
- Right to start a legal procedure;
- Right to participate in environmental decision-making on the local, regional and national level.

Informal methods
Informal methods for public participation in environmental decision-making are not fully supported by legislation but are relatively organised and legal forms of social engagement, such as:

- Educational methods: organising workshops, seminars, competitions, camps, exhibitions, work in schools, publishing bulletins, etc.;
- Applying pressure: submitting petitions, appeals, organising signing of petitions, demonstrations, and use of media;
- Lobbying: organising public discussions, consultations, round table discussions, forums, influencing political decision-makers, involving political decision-makers in activities;
- Providing services: promotion of public participation or other actions with other NGOs, NGO capacity-building, training, green telephone lines, information centres, providing legal counselling;
- Developing alternative procedures for public participation, such as gathering volunteers, establishing civil boards for monitoring approved procedures.

7-4.1 Methods for public participation exercise

Instructions

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask participants in each group to brainstorm on when and for what they have used formal and informal methods, why they have chosen one or the other, and how successful they have been in generating public involvement. Try to analyse the factors that have contributed to the success, or the lack thereof.

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

20 min.
Small group session

10 min.
Discussion in Plenary

7-5 Techniques for public participation

Instructions

Continue your presentation by providing information on different techniques that can be used for public participation. Discuss about each tool one by one and regroup them in different categories, such as techniques for acquiring education and information, feedback, involvement and consultation, and prolonged engagement. Refer in your presentation to Table No.1 (given below after the training design section) prepared on a transparency or a flip chart paper. Ask for questions at the end of the presentation.

30 min.
Presentation

Q&A

Content

Techniques of public participation in environmental decision-making (refer to Table No.1)

7-5.1 Techniques for public participation exercise

Instructions

Divide participants in the same groups of 2 to 4 people as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flipchart to write on. Ask the participants in each group to go over each of the techniques and write down when they have used it, for what occasion, or do they plan to use it for some purpose and why

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

40 min.
Small group session

20 min.
Discussion in Plenary

***7-6 Workshop summary and evaluation*:**

Instructions

Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.

Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.

Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual). Thank them for completing it before they leave.

20 min.
Presentation

Q&A

Table No.1: Techniques for public participation			
Level 1. Providing information and education	Description and usage	Advantages	Shortcomings
Leaflets/Brochures	Written material used for conveying information. Take into account the number of distributed number of leaflets/ brochures	Can reach broad public or can be focused on certain groups	The information contained may not be easily comprehended and as such misinterpreted and treated as "worthless" junk mail. There is no direct interaction between the sender and the receiver of the printed materials
Newsletter	Written material used for conveying information that can include several publications. Take into account the number of distributed newsletter.	More lasting contact with possibility of arranging the information. A flexible form that can be designed to respond to changing needs of the public. Useful to support liaison groups and a firm ground for getting a feedback.	Not everybody will read the newsletter.
Exhibitions without staff/Panels	Exhibitions and panels are placed on public places for communicating information.	People can see them during their free time. Graphics, if used, can help people visualize suggestions made.	Information may not be fully attainable and misinterpreted. No staff present to provide answers to questions or listen to comments.
Advertising	An advertisement placed to announce suggestions, gatherings and other activities.	An advertisement can reach broader public depending on the number of copies of the publication.	Information will reach only those who read the publication where the advertisement was published. Only limited information can be put into the advertisement Advertising costs money
Local newspaper	An article published in local newspaper that conveys information on the suggested activity	Cheap method for advertising and means for reaching the local public.	The number of copies issued may be limited and problems regarding limited editorial monitoring and misrepresentation of information might occur. Not everybody will read the local newspaper

National newspaper (covering the whole state)	An article published in a national newspaper communicating information on proposed activity.	Can reach broad public.	Can be of limited interest for national press and public unless the activity attains a national profile/prominence.
Television and radio	Utilisation of television and radio for communicating information on suggested activity.	Television and radio have a broad audience. People prefer to watch television and listen to radio then to read leaflets and brochures.	Broadcast might be insufficient, requiring additional information to be made accessible in other forms as well in order to inform the public. Rather expensive, unless you 'create' the newsitem that all TV and radio stations would like to cover.
Video	Video production used for communicating information and can include computer graphics and other images.	Under control of the director. Can be viewed at a time suitable for the spectator.	Can be viewed as a form of propaganda. Relatively expensive if the final product is to be realised professionally and confidently.
Visits to localities	Organised case studies in order to obtain direct experiences on certain activities or issues.	The issues are discussed from a life examples perspective.	It is usually difficult to identify the place where the issues are going to be discussed. Not appropriate for larger groups of people.

Level No. 2. Feedback / getting information	Description and Usage	Advantages	Shortcomings
Expert presentation	Panels displayed in public places, with experts present to answer questions and listen to suggestions.	People can look at them during their free time. Graphic design, if used, can help people visualize suggestions in question. Can be directed towards certain individual groups, i.e. directly endangered citizens.	Demands staff time.
Phone services	Phone is dialled to obtain information, ask questions or comment on suggestions.	Suitable way for obtaining comments from interested parties, easy to participate, creates a feeling of access to information.	Phone discussions do not have the same quality as direct discussions. Staff may not have enough technical knowledge to answer all questions.
Internet	Internet Web site set up for providing information or asking feedback. Maintaining of information to be taken care of. Interactive forms of public participation can be developed using Internet, i.e. on-line forums or discussion groups.	General public. Expenses are cut down, since there are no mailing or printing expenses. Very suitable method of participation for those who access the Internet.	All interested parties will not have access to the Internet calling for an alternative method of disseminating information.
Public meetings	Meeting of interested parties to present and exchange information and opinions on certain issues.	If properly lead, might ensure efficient exchange. Shows that the party that suggests a certain solution is willing to meet other parties.	Although this seems as one of the simplest methods, it is one of the most complex and unpredictable ones. Public meetings can be disturbed by representatives of certain groups or individuals. Information can be conveyed without any consultations.
Polls, discussions, questionnaires	Encompasses a number of techniques to obtain information or opinion. Can be conducted over the phone, mail, or through direct conversation.	Enables obtaining information from those who would not attend any of public meetings or be involved in any other public activities. Polls can yield more personal results with present level of information obtained assessed.	Possibility of poor response. Answers might not be representative and can represent only current opinion. Opinions change constantly. Designing and conducting a poll/questionnaire is costly and time-consuming.

Level No. 3. Involvement and Consultations	Description and Usage	Advantages	Shortcomings
Workshops	Meetings with a limited number of participants used for obtaining more detailed information, broader discussions on certain issues and problem solving.	Ensures more open exchange of ideas and eases mutual understanding. Very useful for working on complex technical issues and enables detailed consideration of problems. Can be intended for certain groups of participants.	Workshops with small number of participants is the most effective, but do not fully represent the general interest.
Focus groups/Forums	Meetings of invited participants organised to assess the level of their interest for conducting suggested actions. These participation methods ensure better comprehending of different public opinions.	Efficient means for assessing reaction of public on a certain proposal.	Certain segments of the community remain excluded in course of selecting this group. Groups usually demand facilitation and servicing.
Open houses	Interested parties visit certain locality, i.e. seat of an operational office in order to obtain informally information on the proposal and as questions.	Efficient method of informing the public and other interested parties. People can visit open houses during their free time, have a look at the materials and ask questions.	Preparations for opening and search for staff can take a long time and be very costly.

Level No. 4. Prolonged engagement	Description and Usage	Advantages	Shortcomings
Community Advisory groups/liaison groups	Small groups of people standing for certain interests, i.e. community leaders or meetings dedicated to discussing specific issues.	Ensures detailed consideration of certain issues and focuses on the decision-making process. Promotes a sense of trust.	Not representing all interests. Obligatory for participants. Long-lasting costly process in contrast to other methods.
Planning	A model of a local community for identifying problems, creating ideas and setting priorities through joint actions.	Enables the local community to take the control and set the discussion agenda. Participation does not demand verbal or writing skills.	The community should be aware of pressures present. Models should pertain to the real world.
Civil jury	Group of citizens meet to discuss a certain issue. Expert witnesses provide evidence with cross-questioning. A report is drawn up at the end of the process containing opinions of the jury and differences in their views.	Discusses questions in total and in a relatively short period of time.	Not representing all interests. Limited timetable limits the time framework in which participants can discuss acquired information.
Consensus/ Conference	A forum of elected groups of citizens poses questions to experts regarding a certain issue, assesses answers, discusses certain matters and provides its recommendations.	Ensures a unique insight in the opinion of the public. Suitable method for working on controversial issues of general importance.	Not representing all interests. Limited time for discussion.
Prediction	A technique used for designing a common vision of a community about its future.	Develops a common vision on future needs. Promotes trust and sense of intention.	Lack of control over the results. Should be used during earlier phases of decision-making process.

Chapter VIII Evaluation

1. Table of content

2. Objectives of the Chapter:

- To understand the importance of evaluation and what the elements of a good evaluation process are;
- To learn about tools and methods that can be used for evaluation of trainings;
- To learn how to use evaluation results and how these results can have an impact on follow- up activities.

3. Proposed Agenda

15 minutes	**Welcome and agenda review**	**(7-1)**
15 minutes	**Opening Exercise**	**(7-1.1)**
15 minutes	**Introduction and overview**	**(7-1.2)**
15 minutes	**Definition of evaluation**	**(7-2)**
	❖ Discussion in plenary	**(7-2.1)**
60 minutes	**Planning of evaluation**	**(7-3)**
	❖ Small group sessions: Exercise	**(7-3.1)**
	❖ Discussion in plenary	
60 minutes	**Implementation and utilization of evaluation results**	**(7-4)**
	❖ Small group sessions: Exercise	**(7-4.1)**
	❖ Discussion in plenary	
30 minutes	**On-the-spot and follow-up evaluation**	**(7-5)**
	❖ Small group sessions: Exercise	**(7-5.1)**
	❖ Discussion in plenary	
30 minutes	**Measuring training effectiveness/impact**	**(7-6)**
	❖ Small group sessions: Exercise	**(7-6.1)**
	❖ Discussion in plenary	
20 minutes	**Workshop summary and evaluation**	**(7-8)**

Note:

❖ *This bullet point refers to interactive exercises*

4. Introduction

This Chapter of the Trainer's Manual deals with evaluation as a broader concept for assessment of the success of a training or an event, and also uses models for evaluation of trainings, as a systematic process of collecting information that helps the organization make more rational decisions.

Evaluation is an integral part of the training cycle. Evaluation helps:
to improve the quality of feedback to trainers and hence the quality of the training services;
to increase trainers' professional skills;
to increase the effectiveness of the training team;
to improve relationships within the organization.
This Chapter is designed to guide trainers in two ways. The first is to guide a trainer in providing trainings on evaluation, and the second is to guide the trainer in evaluating the trainings provided.

The Chapter includes: Definition of evaluation and its parts, planning an evaluation, implementation and utilization of evaluation, guiding principles, tools and guidelines for evaluating training events and measuring training effectiveness/ impact. At the end of this chapter you can find formats for evaluation.

5. Training Aids

- Flipcharts and flipchart stand;
- Sticky wall; (i.e. a large cloth, impregnated with glue that allows you to present and rearrange different flips simultaneously)
- Markers;
- Overhead projector and screen;
- Transparencies;
- Markers for transparencies
- Laptop and beamer
- A4 writing paper;
- Tape;
- Training notes.

6. Methods of work

- Presentation;
- Questions and answers;
- Small group session;
- Role play;
- Discussion in Plenary;
- Games and exercises.

7. Training design

Trainer Notes	Time Technique
7-1. Welcome and agenda review	*15 min.*
Instructions Welcome the participants and thank them for coming. State the reasons the decision was made to have the participants in the workshop. Introduce yourself and provide some biographical information that establishes the trainer's credentials. Personalise the formal introduction. Ask each participant to introduce him-/herself, learning something new about where they work, why they work for the organisation and/or personal interests (or use exercises No. 3, 4, 5 or 7 form the "Games and Exercises" Chapter in this manual). The goal is to facilitate a more personal understanding of who the participants are in terms of their interests, motivation, and background Refer to the objectives of the workshop. Ask the participants what their expectations of the workshop are. Point out how their expectations fit within the objectives. Go over the agenda and announce break times. Point out locations of facilities participants might use during the workshop. Refer in general to the roles of the trainer and the participants. Review the norms of behaviour with participants.	Presentation Individual presentation Q&A
7-1.1 Opening exercise: Refer to exercises No. 12, 13 or 14 from the "Games and Exercises" Chapter in this manual.	*15 min.* Exercise
7-1.2 Transition: **Instructions** Transition to the introduction of the workshop topic by giving general information on evaluation, why is it important and what kind of information we get from an evaluation process.. **Content** Training is defined as a systematic process that helps people become more skillful and to learn how to be more effective at work. Evaluation of training is defined as a systematic process of collecting information, which helps the organization to make more rational training decisions. Evaluation is an integral part of the training cycle. Evaluation can provide information to be used for: - feedback to trainers and trainees; - control of training policy and practices; - research on training principles and practices. Evaluation thus helps to:	*15 min.* Presentation

- improve the quality of feedback to trainers and hence the quality of the training services;
- increase trainers' professional skills;
- increase the effectiveness of the training team;
- improve relationships between members within the organization.

Evaluation takes time and effort. These expenses, however, should be considered an investment rather than an extra burden.

7-2. Definitions of evaluation

10 min.
Presentation

Instructions
Introduce the topic by stating the definitions of evaluation and refer to what training evaluation means. Also, introduce the general framework for evaluation. You can use flip chart paper or transparencies to support major points of discussion in your presentation.

Content
Evaluation is a systematic process for determining the worth, meaning, or the value of something to the persons involved.

There is no standard or universal definition of evaluation. However, evaluation is a common activity in everyone's personal and professional life. We want to learn if, and to what extent, we have improved ourselves, we want to find out what our strengths are in order to be able to promote them. Hundreds and hundreds of times per day we evaluate hundreds and hundreds of things - our feelings, our successes and failures, and our advantages and disadvantages.
Evaluation of training is a systematic process of collecting information, analyzing, interpreting, and reporting, that aims to answer specific training-related questions and needs. In other words, evaluation is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities.

Generally the evaluation process consists of three major parts:
- *Planning* (defining the purposes of evaluation; defining evaluation goals; identifying sources of information; determining indicators and measures; designing evaluation tools; determining methods for data analysis; designing an evaluation implementation plan; and identifying and finding resources).
- *Implementation* (data collection; data storage; and data analysis).

Utilization (improving; reporting; and promoting).

7-2.1 Evaluation introduction discussion

5 min.
Discussion in Plenary

Instructions
Ask participants to comment on what they have learned on the subject and to share their personal experience, if any. Open the floor for questions, comments and discussion.

7-3 Planning of evaluation

20 min.
Presentation

Q&A

Instructions
Refer in your presentation to all the planning elements you have to go over in order to prepare a detailed and informative evaluation process. You can use flip chart paper or transparencies to support major points for discussion in your presentation. Ask for questions at the end of the presentation.

Content
We need to do evaluation for at least the following reasons:

To develop a strategy for improvement of the training program;
To reinforce decision-making activities;
To keep the funders informed;
To gain information for promotional materials;
To establish an information database.
To assess if the things we do are contributing to achieving our goals
To assess if the things we do are done in a cost-effective way

The process of determining evaluation goals consists of identifying which concerns need to be addressed by the evaluation and developing specific questions that can help define the information needed. Some evaluation goals could compare the effectiveness of our training to a similar training delivered by different organizations in order to estimate our major strengths and weaknesses. Others serve to determine the cost/benefit status of the program by comparing the costs of the program to its usefulness or value.

Sources of information include people, institutions, activities, or materials that we need to survey or review in order to answer the evaluation questions and collect the information needed. Major sources of information are: participants; colleagues, supervisors; funders; facilitators; managers; activity records and documentation; information packages, resources, activities; and media. Identifying sources of information will help define your evaluation indicators, measures, strategy, and tools.

Evaluation indicators are defined as specific aspects, units or categories that need to be measured or observed in order to collect the information needed for the evaluation. An indicator can be quantitave (presented as number or percentage) or qualitative (cannot be measured and presented as number). There are many different approaches to evaluating training programs that use different combinations of evaluation categories.
The Kirkpatrick approach is the most well known model and its purpose is to assist you in determining what data need to be collected. The model suggests four groups of indicators or categories of information to be observed during and after training: reaction of participants' feelings about training; learning specific knowledge, skills or attitudes changed; behavior change in on-the-job performance because of training; and results that occur due to training. The Saratoga Institute approach is similar to the Kirkpatrick model and includes four levels: training satisfaction, learning change, behavioral change, and organizational change. Finally, in determining indicators for training evaluation it is helpful to think in terms of a hierarchy of training outcomes in relation to the three outcome levels (short term, intermediate, and long term). After determining indicators for the evaluation, evaluation tools and strategy should be developed.

Evaluation tools (instruments) are defined as mechanisms especially designed to collect the information needed for evaluation purposes. The instruments chosen will determine the type of data collected. These tools can be: questionnaires, surveys, tests, interviews, focus group discussions, oral group evaluation, observations, site visits, and performance records.

Applying analytical methods is a very difficult step involving data analysis and

interpretation. The tools and analytical methods that have been selected for the evaluation will determine the type of data collected, the validity of data interpretation, and the quality of the evaluation report.

Resources that are needed for evaluation include:
staff for evaluation purposes, data collection, analysis, interpretation, and reporting;
materials and facilities, such as office supplies, stamps, meeting rooms, etc.;
budget for covering all of the above, plus travel and communication costs.

Having prepared all this, a work plan should be designed including a list of all the activities related to the evaluation process, the actual and target date of each activity, and the person responsible.

7-3.1 Planning exercise

Instructions

20 min.
Small group session

Divide participants in groups of 2 to 4 people, depending of the size of the whole group. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write on. Ask the participants in each group to go through all the planning elements and to create an evaluation plan by answering all of the important aspects of evaluation planning that were mentioned in the presentation.

10 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

20 min.
Presentation

Q&A

7-4. Implementation and utilization of evaluation results

Instructions

In your further presentation, provide information on how the implementation should be managed and what tools will be used during that implementation phase Also, provide background information on the options for utilization of the evaluation results and how to select and use evaluation information for different reports or other uses, like publications. You can use flip chart paper or transparencies to support major talking points in your presentation. Ask for questions at the end of the presentation.

Content

Evaluation implementation is the next step after planning the evaluation process and preparing the work plan of activities. Implementation consists of data collection, data storage, data analysis, and data interpretation. The last two create the analytical method used in the implementation phase.

Evaluation is a management tool. It can be used to obtain feedback and to improve programs and to stimulate good planning. A cycle of interaction between the activities and their evaluations can be established – program planning, program experience, evaluation, learning and then back to program planning. The evaluation also generates information for important outsiders – public, founders, partners, media, and other constituencies.
The first and immediate use of evaluation results will be to fulfill the purpose of the evaluation, but they may also be used any time after the completion of the evaluation for other purposes. The second important step is to determine which audiences should receive evaluation information. Evaluation data can be used in different ways with different audiences. For example, different types of reports or other kinds of printed material can be prepared, or various kinds of information dissemination activities can be organized.
When preparing evaluation reports, they should consist of: background information for activity description and anticipated outcomes; evaluation purposes and goals; evaluation methodology (strategy, data collection, and analysis); final outcomes; conclusions and recommendations; and attachments if needed.

Based on evaluation reports, other printed materials can be created. These can include publications (newsletters, brochures, catalogues, annual reports),

materials from other training, case studies.

Evaluation results can be disseminated and used for promotion by different methods: meetings (organizational, annual, fund raising, network), panel discussions, conferences, partner visits, media coverage (newspapers, television, radio, Internet), press conferences, etc.

7-4.1 Implementation and utilization of evaluation results exercise

20 min.
Small group session

Instructions
Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write on. Ask participants in each group to work on the implementation plan and generate ideas about how the results will be used after the completion of the evaluation process.

10 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-5 On-the-spot and follow-up evaluation

15 min.
Presentation

Q&A

Instructions
Continue your presentation by providing concrete evaluation tips for a training event, how to evaluate on-the-spot and how to evaluate after a period of time, and what information to look for. You can use flip chart paper or transparencies to support major points of discussion in your presentation. Ask for questions at the end of presentation.

Content
Evaluating capacity building activities is one of the most difficult challenges we as trainers can be faced with. Evaluation can be done immediately at the end of the training, as an"on the spot" evaluation, or as a " follow-up" evaluation a couple of months later.
We can do this orally and/or in writing. In an oral evaluation we can ask participants to look at the expectations that were raised at the beginning of the training and to respond concerning their learning points.
For a written evaluation, we should design a questionnaire, including questions concerning:

- Training delivery and content
- Trainer performance
- Logistics and setting
- Training materials
- Other

Follow-up evaluation can be carried out, e.g., six months or a year later. Before participants leave the training, we can ask them to set up a plan for what they want to accomplish from what they have learnt. Follow-up evaluation must be based on their approximate Action Plan. Evaluation can be done by phone, email or personal interview (it depends on our capacity and/or the participant's requirements).

Evaluation should be treated as an ongoing and comprehensive process that is enhanced by careful planning and systematic implementation.

The guiding principles of a training on evaluation are:

- **Evaluation should** be an integral part of the training-learning process.
- **Evaluation should** be a planned, continuous activity.
- **Evaluation should** reflect the intended outcomes of the curriculum.

- **Evaluation should** assist trainers in meeting individual needs and in providing appropriate programs for participants.
- **Evaluation should** include not only measurement but also interpretation and judgment.
- **Evaluation should** be sensitive to socio-demographic differences such as culture, gender, and geographic location.
- **Evaluation should** be based on a variety of indicators that may be norm-referenced, criterion-referenced, or self-referenced.
- **Evaluation should** use assessment techniques for formative, diagnostic, and summarise purposes.
- **Evaluation should** provide positive, supportive feedback to trainers.

7-5.1 On-the-spot and follow-up evaluation exercise

30 min.
Small group session

Instructions

Divide participants in different groups of 2 to 4 people, so that participants can experience working with other people. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write on. Ask participants in each group to work on the evaluation tools for a training event immediately after the event is finished, and tools for evaluation after a period of three to six months.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-6 Measuring training effectiveness/impact

15 min.
Discussion in Plenary

Instructions

Bring your presentation to an end by providing information on how to measure the impact and effectiveness of a training in different periods of the training itself. What is the information to look for and what type of indicators should be chosen? You can use flip chart paper or transparencies to support major points of discussion in your presentation. Ask for questions at the end of the presentation.

Content

The impact/effectiveness of training can be measured in a variety of ways including:

I - Prior to the training

- The number of people that say they need it during the needs assessment process.
- The number of people that sign up for it.

II - At the end of the training

- The number of people that attend the session.
- The number of people that paid to attend the session.
- Participant satisfaction at the end of training.
- Participant satisfaction at the end of training when participants know the actual costs of the training.
- A measurable change in knowledge or skill at the end of training.
- Ability to solve a "mock" problem at the end of training.
- Willingness to try or intent to use the skill/ knowledge at the end of training.

III - Delayed impact (non-job)

- Participant satisfaction X weeks after the end of training.
- Participant satisfaction X weeks after the training when participants know the actual costs of the training.

- Retention of knowledge X weeks after the end of training.
- Ability to solve a "mock" problem at X weeks after the end of training.
- Willingness to try (or intent to use) the skill/ knowledge X weeks after the end of the training.

IV - On the job behavior change

- Trained individuals who self-report that they changed their behavior/used the skill or knowledge on the job after the training (within X months).
- Trained individuals whose managers report that they changed their behavior/used the skill or knowledge on the job after the training (within X months).
- Trained individuals who actually are observed to change their behavior/use the skill or knowledge on the job after the training (within X months).

V - On the job performance change

- Trained individuals that self-report that their actual job performance changed as a result of their changed behavior/skill (within X months).
- Trained individuals whose managers report that their actual job performance changed as a result of their changed behavior/skill (within X months).
- Trained individuals whose managers report that their job performance changed (as a result of their changed behavior/skill) either through improved performance appraisal scores or specific notations about the training on the performance appraisal form (within X months).
- Trained individuals who have observable/measurable (improved sales, quality, speed etc.) improvement in their actual job performance as a result of their changed behavior/skill (within X months).
- The performance of employees who are managed by (or are part of the same team with) individuals who went through the training.

Other measures

- Number (or %) of referrals to the training by those who have previously attended the training.
- Additional number of people who were trained (cross-trained) by those who have previously attended the training, and their change in skill/behavior/performance.
- Popularity (attendance or ranking) of the program compared to others.

To evaluate training properly requires one to think through the purposes of the training, the purposes of the evaluation, the audiences for the results of the evaluation, the points or spans of points at which measurements will be taken, the time perspective to be employed, and the overall framework to be utilized.

7-6.1 Measuring training effectiveness/impact exercise

30 min.
Small group session

Instructions

Divide participants in the same groups of 2 to 4 people, as in the previous small group session. Provide enough space for groups to work without interference. Participants in each group can use A4 writing paper or a flip chart to write on. Ask participants in each group to work on identifying indicators and questions that will measure training effectiveness and impact in different periods of time, like prior to training, at the end of training, delayed impact, and after few months of on-the-job performance.

15 min.
Discussion in Plenary

Ask each group to present what they have written on the subject. Open the floor for questions, comments and discussion.

7-13. *Workshop summary and evaluation*:

20 min.
Q&A
Individual Work

Instructions

Present a summary of the entire workshop and the key learning points. Ask participants to share verbally the action steps they will take as an immediate follow-up to the workshop. Tell the group how the trainer can support them in achieving their follow-up plans.
Thank the group for their participation and compliment them on holding the workshop and dedicating themselves to the growth of their organisation.
Ask the participants to fill in the evaluation form, and distribute the forms (use Evaluation Form No.1 or 2 from "Evaluation" Chapter in This Manual).
Thank them for completing it before they leave.

8 Examples of evaluation forms

Evaluatin form No. 1 Workshop evaluation

Name (optional):
Organization (optional):

Listed below are two columns of words that represent opposite points of view. Mark which end represents your point of view. The closer you mark the word, the more nearly it represents your view.

Content

Met objectives	— — — — — — —	Did not meet objectives
Clear	— — — — — — —	Confusing
Good dynamics	— — — — — — —	Slow
Applicable	— — — — — — —	Not applicable
Practical	— — — — — — —	Too theoretical
Organized	— — — — — — —	Disorganized
Very useful exercises	— — — — — — —	Exercises not useful
Very useful handouts	— — — — — — —	Poor handouts
Very helpful transparencies	— — — — — — —	Poor transparencies

Trainer

Clear	— — — — — — —	Unclear
Stimulating	— — — — — — —	Monotonous
Helpful	— — — — — — —	Too critical
Knowledgeable	— — — — — — —	Poorly informed
Very Practical	— — — — — — —	Too theoretical
Encouraged Participation	— — — — — — —	Little class participation

Overall

Taking everything about the workshop into account, what is your overall rating?

Very favorable	— — — — — — —	Not favorable

What were the most effective and useful parts of the workshop?

Want were the least effective and useful parts?

What would you like to learn more about the topics?

Other comments:

[end]

Evaluatin form No. 2 Workshop evaluation

1. Did you learn what you expected from the workshop?
- ☐ Learned more than expected
- ☐ Learned what expected
- ☐ Learned less then expected

2. Which topics, exercises, or presentations were most helpful to you during this workshop?

3. Are there more important topics or exercises which should have been included in the workshop agenda? Please list them.

4. Rank the following six features of the workshop, listed below:

— Written materials
— Presentations by the trainer
— Small group sessions
— Large group discussions
— Informal interaction with the trainer
— Informal interaction with the participants

5. The duration of the workshop was:

Too long Just right Too short

6. Were the workshop materials useful? 1 to 5 (1=not very useful, 5=very useful)

1 2 3 4 5

7. Which part of the workshop materials need improvement? How would you improve them?

8. Rate the overall performance of the trainer. 1 to 5 (1=not very useful, 5=very useful)

1 2 3 4 5

9. Did the trainer encourage active contribution of the participants? 1 to 5 (1=not very useful, 5=very useful)

1 2 3 4 5

10. Based on your experience during the workhsop, might you suggest any improvements in the content, exercises, or activities?

11. How would you improve the workshop preparation, logistics, and facilities?

12. What criticism, if any, regarding the program content, materials, or process did you hear during the course?

13. Please suggest topics for the future workshops which would be useful to you as a new trainer.

[end]

Evaluatin form No.3 End of the day evaluation during training

1. The most useful topics presented today were:

2. What issues presented today still remain confusing and/or unclear?

3. It would help me if you would:

4. The dynamics of the program is:

- ☐ Just right
- ☐ Too slow
- ☐ Too fast

5. The degree of involvement of participants is:

- ☐ Not enough
- ☐ Too much
- ☐ Just right

6. Three very important items that should be covered tomorrow are:

a)

b)

c)

7. Comments:

[end]

Evaluatin Form No.4 Pre-workshop questionnaire

This questionnaire will help us design the workshop to meet your needs. Please complete it and return it with your registration form.

1. Name:
2. Education:
3. Employer:
4. Position:
5. Briefly describe your professional experience:
6. Which courses have you delivered already?
7. In addition to the described courses above, have you been a facilitator/trainer for any other course? If yes, please list them by title, date/place of delivery, participants, and sponsoring organizations.
8. Have you ever attended previous TOT training courses? If yes, please list when and the sponsoring organization.
9. What do you think the role of the facilitator during training should be?
10. How would you describe your major strengths and weaknesses as a trainer or facilitator?
11. What makes you feel uncomfortable while delivering a training or facilitating?
12. How do you evaluate whether a training is successful?
13. What additional knowledge and skills would help you to improve yourself as a trainer?
14. What topics/activities would you like this training to include?

Thank you for your cooperation. We are looking forward seeing you at our TOT workshop.

[end]

Evaluatin form No.5 Follow-up interview after the training

- Why did you go on the programme?
- What did you hope to get out of it?
- Did it meet your expectations? If not, why not?
- What were the most useful things you learned? Useful for the job you do? How?
- Did you talk with your colleagues when you returned?
- What do you do differently since attending the programme? Give specific examples.
- If we have to reduce the length of the programme by half, which parts would you insist should be kept in? Why particularly that?
- Specific questions on strengths or weaknesses of the programme?

[end]

Evaluation form No.6 Post-workshop questionnaire

Please write your name:

1. Has participation in the TOT course increased your confidence in delivering training? 1 to 5 (1=not very useful, 5=very useful)

1 2 3 4 5

2. Do you feel your skills were improved by the TOT course?

Yes No

If Yes, which skills were improved? If No, why?

3. What were the most valuable lessons learned during the course?

4. How many trainings have you delivered since the TOT course? List them by title, date/place of delivery, participants, and sponsoring organization.

5. Have you attended any other facilitator training since the TOT course? If yes, please list them by date/place of delivery, and sponsoring organization.

6. What are you major strengths and weaknesses as a trainer?

7. What steps, if any, do you plan to take in the future to improve your training and presentation skills?

8. Would you like to attend further TOTs? If yes, which topics/activities would you like these trainings to include?

Thank you for your cooperation and we wish you success in your training activities.

[end]

Chapter IX Games and Exercises

Objectives of the Module

- To present games and exercises that will support the implementation of the other chapters of this manual;
- To provide suggestions for a participative approach during the implementation of trainings.

Introduction

This chapter is designed to provide the trainer with supporting material and is meant to support the other chapters of the training manual. Some of the games included in this chapter can be used in several situations as is indicated separately in each chapter. The chapter starts with an overview of all fifteen games and exercises and gives an indication in which area of training they can best be used. Each of the games and exercises is then explained in detail.

Overview of the games and exercises

Overview of the games and exercises by area

Area where they can best be used	Title	No.	Page
Introduction and ice-breakers	Continents game Do we know each other	3 5	6 8
Energisers	Count and clap/3 Find your partner	4 7	7 10
Team Building	4x8 sheet for team building Motivation Support your partner	1 12 14	4 15 17
Communication	7 planning steps Envelopes for information Find your partner How really news spread I messages Meeting simulation Support your partner	2 6 7 9 10 11 14	5 9 10 12 13 14 17
Participation/decision making	Meeting simulation	11	14
Evaluation	Finish the sentence Two words evaluation	8 15	11 18
Project Proposal Writing/Project Cycle Management	Picture that tells a story 7 planning steps	13 2	16 5

Game No.1
4x8 sheet for team building

Objective		▪ To create an understanding of the importance of team work; ▪ To develop understanding of everyone's roles and responsibilities in the team.
Materials		A fabric or banner-sheet or nylon material measuring 1.5x3meters, marked with 32 separated fields (4x8 fields)
Time		60 minutes (5 minutes giving instructions, 15 minutes strategy development, 30 minutes execution, and 10 minutes discussion)
Procedure	1.	Ask participants to divide in two groups of equal number and stand on two sides of the 4x8 field fabric/nylon/sheet which is on the floor. The goal of each group is to be quicker in getting to the opposite side, walking only in the fields, using a route known only to the facilitator.
	2.	Give participants 15 minutes to plan a strategy of how they will move on the route and how they will communicate.
	3.	Game starts with one participant from one of the groups. He/she moves from one field to another. If a mistake in a route is made, the participant needs to go back to the start using the same fields he/she walked on before. Other participants from the group pay attention to the route so that the next one to go will remember the fields in sequence. No talking in the groups is allowed. Only the facilitator talks, using YES for right field, or NO for a wrong field in the route.
	4.	Then the next group makes an attempt. No talking is allowed. If participants talk, 5 points will be given to the group as a penalty for each word there exchange. If the participant makes a mistake while going back in the fields, 1 penalty point is given to the group. All members from the group should be involved in the work and try to find the route.
	5.	It is important to finish the route from one side to the other of the 4x8 field in a certain time period with minimum penalty points for the group. The group that reaches the other side with the least penalty points wins the game.
Comments		How did you feel during the exercise? Was it easy to remember the route? Did you have to work by yourself? Did you have support from your group? How did you communication with the other members of the group? Did you use the strategy you defined prior to the execution of the exercise? Can you sense the individual vs. the group effort?

Game No.2
Seven Planning Steps

Objective		▪ To introduce participants to communications skills; ▪ To help participants learn about effective feedback.
Materials		Set of seven cards with questions written on them: What? What for/For whom? Why? How? When? Who? Where? Each group should have one full set of seven cards. One flipchart and one marker.
Time		30 minutes (5 minutes instructions, 10 minutes execution, 15 minutes presentation and discussion)
Participants		2 to 30
Procedure	1.	Divide participants in small groups, 5 to 6 people each if the group is larger. Give to each group one set with seven cards with seven questions.
	2.	Ask each group to line up the cards in logical order, as they would in project or program planning.
	3	Each group then describes how they ordered the cards.
Comments		How did you feel during the exercise? How did you sequence the cards and why did you do it that way? What is the reason for making that the logical order of the cards? The facilitator takes notes on the discussion, marks all the answers on a flipchart and gives a summary.

Game No.3
Continents game

Objective		▪ To introduce participants to each other; ▪ To help participants learn about different things connected to each other.
Materials		Map of the country, Europe or the whole world. Masking tape. (Alternatively, project the map of the country on a screen.)
Time		30 minutes (depends on the size of the group).
Participants		2 to 30
Procedure	1.	Use a world map, either on paper or projected on a screen using overhead projector. Display the map upside down to make the game more interesting.
	2.	Ask participants one by one to introduce themselves and point on the map to the place where they live, travelling from the place of the preceding participant, by marking the route with masking tape. (Alternatively, on a map of Europe, ask the participant to point at the most interesting place they have been, or if the group is international, use a map of the world).
	3	At the end, the map will be crossed with different paths that connect all the participants.
Comments		How did you feel during the exercise? Did you learn about other people? Did you learn about other places?

Game No.4
Count and Clap/3

Objective		▪ To energise participants at the beginning of a working session; ▪ To help participants' transition from one activity to another.
Materials		None
Time		15-20 minutes (it depends on the size of the group)
Participants		4 to 25
Procedure	1.	Have the participants stand in a circle.
	2.	Because this is a game requiring concentration, participants should count off, starting from one. For numbers divisible by 3 and/or containing 3, the participants should clap. For example, the facilitator starts and the count goes around the circle: one, two, **clap**, four, five, **clap**, seven, eight, **clap**, ten, eleven, **clap**, **clap**, fourteen, . . . twenty-six, **clap**, twenty-eight, twenty-nine, **clap**, **clap**, **clap**, . . . etc.
	3	The participant who makes a mistake leaves the circle. The game ends when there are three participants left.
Comments		How does it feel for each of them? What was the highest number reached in the group? Was it difficult to count? Could you concentrate easily?

GameNo.5
Do we know each other?

Objective		▪ To introduce participants to one another; ▪ To help participants learn about each other in an informal and creative way.
Materials		Blank A-4 sheet of paper and marker for each participant.
Time		30 minutes
Participants		Up to 30
Procedure	1.	You give each of the participants about 10 minutes to make a drawing on a blank piece of paper. It should be something that reflects things, events, objects or ideas associated with the person making the drawing.
	2.	All drawings are collected and then each of the participants randomly takes one of the sheets. By looking at the drawing, the participant should try to guess who made that drawing.
Comments		How did you feel during the exercise? Were you comfortable drawing things? Was it easy to guess which drawing each of the participants made? Did the exercise help in learning something about each other?

Igor can this one be added:
Asking all participants to take one or two personal items from their wallet and explain what these items represent for them.

Game No.6
Envelopes for information

Objective		▪ To introduce participants to communications skills; ▪ To help participants learn about effective feedback.
Materials		Envelopes with 6-7 pieces of paper in each envelope, for every participant.
Time		30 minutes (5 minutes instructions, 20 minutes execution, 5 minutes discussion)
Participants		5 to 30
Procedure	1.	Divide participants into small groups, 5 to 6 people each. Give each participant an envelope. Each participant writes his/her name on the envelope and gives it to the person sitting on the right side next to him/her.
	2.	Everyone writes a short message to the person whose name is on the envelope and gives it to the person sitting next to him/her on the right.
	3	Everyone gets a chance to write a short message about every other participant. A few people read what others have written about them.
Comments		How did you feel during the exercise? Were you comfortable writing things about other people? Was it easy to guess who wrote what? Did the exercise help you learn about other people?

Game No.7
Find your partner

Objective		▪ To energise participants at the beginning of a working session; ▪ To help participants transition from one activity to another; ▪ To establish basic communication between participants.
Materials		Postcards, scissors
Time		15-20 minutes (it depends on the size of the group)
Participants		6 to 30
Procedure	1.	Get as many postcards as half the number of participants. Divide postcards by cutting each into two parts. The pieces are mixed and then randomly distributed among the participants.
	2.	Each participant should find the person who has the other half of the postcard. But they can use only verbal descriptions, without showing the postcard parts to each other.
	3	After 15 minutes the partner-search is over, and then the pairs show their match.
Comments		How does it feel for each of them? Was it difficult to find the partner? Could you communicate effectively with other participants without looking at their postcard pieces?

Game No.8
Finish the sentences

Objective		▪ To help participants reflect on the working day; ▪ To enable participants to evaluate the day and to hear what others think about it; ▪ To create a sense of achievement in the group by the end of the day.
Materials		Pieces of paper for all participants with a few sentences on them.
Time		30 to 40 minutes (depending on the size of the group)
Participants		6 to 25
Procedure	1.	Prepare a questionnaire on one A4 page with the following questions: 1. Today when I started work, I felt… 2. When I heard about this event (workshop), I expected… 3. I wonder if other participants… 4. I think that trainers/lecturers… 5. Of all the presentations today, I liked… 6. At the end of the event (workshop) I expect… 7. Today, at the end of the day I feel..
	2.	Distribute a copy of the questionnaire to each participant and ask them to them fill in the questions. (Alternatively, you can have a tape or CD with quiet music playing in the background.) Allow 10 minutes for work.
	3	Ask each participant to read loud what he/she wrote.
Comments		How does it feel for each of you? Was it easy to finish the sentences? Were you honest in your answers? Did your answers differ from those of the other participants? Did you learn what was good, and what could be improved for the next event?

Game No.9
How does news really spread?

Objective		▪ To introduce participants to communication skills; ▪ To help participants learn about active listening.
Materials		None
Time		30 minutes (depends on the size of the group)
Participants		4 to 15
Procedure	1.	The game is similar to the broken phone line game. Participants can sit in a circle or other informal way.
	2.	The first person has a very short story on a sheet of paper. Except for the first person, all participants should take notes while the story is presented to them.
	3	Each participant retells the story to the neighbour sitting at his right (the other people do not hear), but changes one fact in the story. Everybody waits until the last participant tells the story the way he wrote it down in his notebook.
Comments		How did you feel during the exercise? Was the story the same? Was it similar or very different? What data or information was been changed?

Game No.10
'I'- messages

Objective		▪ To help participants learn about basic communication techniques; ▪ To enable participants to improve their communication with other people.
Materials		None
Time		20-30 minutes (depends on the size of the group)
Participants		6 to 30
Procedure	1.	Ask for two volunteers. Let them stand and face each other for a short communication.
	2.	Tell one of the participants to express his/her opinion, comment, or suggestion to the other participant by using the following format 1. When you… 2. I feel… 3. Because… For example, instead of saying "You drive me crazy when you ignore me and do not tidy up your room", you can say "When you do not tidy your room, I feel angry because I try hard to keep the house in order".
	3	Repeat the activity with other participants, but only on a voluntary basis.
Comments		How does it feel for each of you? Was it difficult to talk to the partner? Could you communicate effectively with other participants by using this formula? Did it help overcome emotions and potential conflict in communication? Do these messages function if the other side is not ready to listen to them?

Game No.11
Meeting simulation

Objective		▪ To learn about decision-making and participation; ▪ To understand different roles people have in meetings; ▪ To understand how difficult it can be for people to reach agreement.
Materials		Small cards with role descriptions for each participant.
Time		40 minutes (5 minutes giving instructions, 20 minutes execution, and 15 minutes discussion)
Participants		8 to 16
Procedure	1.	Define a subject and topic for discussion. It could be something that is of interest to the majority or all of the participants. Tell the participants that they are all part of a simulated meeting and that in 20 minutes they have to come to an agreement on a subject that you have defined.
	2.	Distribute cards randomly to the participants and tell them to read the role and description. Tell them not to show the card content to any other participants and to prepare to act according to the description they have.
	3	Allow participants to have the "meeting" with the roles they have. After 20 minutes stop the meeting and start the discussion.
Comments		How did you feel during the exercise? What role did you have? Were you comfortable in the role? Did the role suit your character, or did you have difficulty? How did you communicate with the others? Have you ever seen such a situation in real life? Was it easy to reach agreement? Did you make any decisions and come to a resolution of the issues you discussed? What was helpful, and what made it difficult to communicate with the others?

Game No.12
Why are you not motivated?

Objective		▪ To learn about managing people and motivation; ▪ To understand why people are not motivated and how to overcome it.
Materials		Blank writing paper (A5 format) and one basket or small empty box.
Time		40 minutes (5 minutes giving instructions, 20 minutes execution, and 15 minutes discussion)
Participants		10 to 30
Procedure	1.	Ask each participant to write down an issue or a situation that makes him/her not motivated to work or contribute in his/her organisation. Tell participants to fold the papers and drop them in the basket (or small box).
	2.	Take one paper at random and give it to one of the participants. Ask him/her to select two other participants to form a team to find 3 to 5 solutions to the problems/issues written on the paper. Repeat this with another participant, and so on until everyone is in a group.
	3	Ask each group to report on the issues/[problem and the solutions they have created.
Comments		How did you feel during the exercise? Was the issue/problem easy or understandable? Was it easy to come up with solutions or recommendations without knowing who wrote the issue/problem? Were all issues relevant for you and did you learn about others and what makes them not motivated? What do you think of the solutions and other people's ideas?

Game No.13
Picture that tells a story

Objective		▪ To develop skills in open-minded critical thinking; ▪ To help participants learn how to approach new aspects in life and how to approach problem-solving.
Materials		Blank A4 sheet of paper, pens for each participant some kind of pictures, drawings or postkards, and scissors.
Time		30 minutes
Participants		4 to 25
Procedure	1	Distribute some parts of the pictures to one half of the participants, and the other parts to the other half. Tell participants to write down what they see on the picture parts. If there is a large number of participants, group participants in smaller units of 4 to 6 people. Allow 5 minutes for participants to create a story about their part of the picture.
	2	Let participants in the same group discuss among themselves.
	3	Share the other picture halves and ask participants what their impressions are now that they have the whole picture.
Comments		Sometimes things look very ordinary and understandable. But if we look more carefully and from another perspective, we can discover something different. Perceptions depend on our experience, culture, and expectations. Many times we make decisions based on an insufficient amount of data. - Did the pictures have different meaning for different people? - Why did you comment on the picture the way that you did? Did you take into consideration your own interests? - What happened when you saw the other half of the picture? Was it another perspective for you? Did you change your opinion?

Game No.14
Support Your Partner

Objective		▪ To introduce participants to communication skills; ▪ To help participants exercise basic team-building activity..
Materials		None
Time		30 minutes (depends on the size of the group)
Participants		4 to 15
Procedure	1.	Ask for two volunteers. Tell them to stand at a "comfortable" distance and to face each other.
	2.	Tell them to close their eyes, to find their palms, to lean to each other and support each other.
	3	Repeat the exercise with another couple, as many times as you feel that the participants would like to do this.
Comments		How does it feel for each of them? Do any of them put more effort to keep each other stable and standing? How close were they to each other? How comfortable were you in standing close to another person? What is a comfortable distance for normal conversation with another person?

Game No.15
Two word evaluation

Objective		▪ To understand the importance of evaluation; ▪ To gain skills: how to evaluate activities or performance.
Materials		None.
Time		5 to 8 minutes
Participants		10 to 30
Procedure	1.	Ask each participant to say only two words that describe and comment on the past working day or activity, something like "informative, pleasing", or "productive, average". Ask participants to say the first two words that come to mind.
	2.	Start with one participant on your right (or left) and quickly go around the room.
Comments		How did you feel during the exercise? Could you easily come up with two words? At the end of the exercise, could you get the feeling of the group about the activity or the day that you evaluated with two words? Can only two words be descriptive enough?

Developed by the team of trainers of
Milieukontakt Oost Europa,
Country Office Macedonia

Since December 2003, the team of trainers of Milieukontakt has established the
Network of independent trainers KOCKA,

Trainer's Manual on Organization & Management
Version 1.0 - January 2003
Trainer's Manual on Organization & Management
Version 2.0- December 2003
Organization & Management Manual for Trainers
Version 3.0 **-** December 2004

Skopje, Republic of Macedonia
December, 2004