

**A COMPREHENSIVE TRAINING OF MASTER TRAINERS IN CIVIC EDUCATION  
THEMATIC AREAS AND METHODOLOGY**

**Topic: Techniques of Conducting Civic education effectively**

**Session Duration: 02:10 – 5. 15 PM**

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## A. Course objective

Acquaint learners with knowledge and skills in Techniques of Conducting Civic education effectively.

## B. Course contents

1. Introduction
2. Ethical considerations and characteristics of a good facilitator.
3. Organizing a Civic Education activity: things to consider when organizing a public education event.
4. Various techniques that can be used to deliver Civic education message effectively.
5. Any other areas of Importance to the training.
6. Assigning group work.

### 1.0 Introduction: What is civic education?

Civic Education in a democracy is education in self government. Democratic self government means that citizens are actively involved in their own governance; they do not just passively accept the dictums of others or acquiesce to the demands of others. As Aristotle put it in his *Politics* (c 340 BC), "If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be attained when all persons alike share in the government to the utmost." In other words, the ideals of democracy are most completely realized when every member of the political community shares in its governance. Members of the political community are its citizens, hence citizenship in a democracy is membership in the body politic. Membership implies participation, but not participation for participation's sake. Citizen participation in a democratic society must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities that go with that membership.

Civic education – sometimes also referred to as political education or citizenship education – describes a broad range of education measures targeting the citizenry of a country. The aim of civic education is to equip the citizens with the required awareness, knowledge and skills to be conscious and active political participants in the democratic state and society.

“**Civic Education** is learning for effective participation in democratic and development processes at both local and national levels. It is an important means for capacity development on the societal level by empowering people for effective civic engagement. It is an essential dimension in strengthening a society’s ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels.”

(Source: UNDP Democratic Governance Group (2004): Civic Education. Practical Guidance Note, p.5)

## 1.2 Ethical considerations and characteristics of a good facilitator.

Some people believe that facilitating a meeting is easy. It is not. In truth, it is easy to be a poor facilitator.

Here are a few of the qualities that separate an effective facilitator from a bad one.

**1) An unbiased perspective:** There is nothing worse than a biased facilitator who drives the discussion to a preplanned (and obvious to all) conclusion. This can be a tricky point if a manager tries to facilitate a meeting about any issue where the participants will feel uncomfortable, or perhaps even threatened, if they voice an opinion different from the group leader. If the issue being discussed is sensitive, complex, or heated, having an unbiased facilitator lead the discussion may be the only way to avoid the meeting becoming a complete waste of time. The best meetings are the ones where participants feel comfortable in knowing that their opinions are welcomed and encouraged. An unbiased leader creates a neutral zone where alternative points of view can be shared and debated in a respectful manner. This is key to driving a constructive, productive discussion.

**2) Sensitivity to the feelings of individuals:** Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

**3) Sensitivity to the feelings of the group:** In any group, the whole is greater than the sum of the parts, and group “chemistry” generally reflects shared feelings: eagerness, restlessness, anger, boredom, enthusiasm, suspiciousness, or even silliness. Perceiving and responding to the group’s dynamic is essential to skillful facilitation.

**4) Ability to listen:** One way the facilitator learns to sense the feelings of individuals is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. A good facilitator practices “active listening” whereby he or she may repeat, sum up, or respond directly to what a speaker said to ensure the speaker’s meaning was correctly understood by the group. This is very important especially if the speaker was unclear or the group becomes defensive.

**5) Tact:** Sometimes the facilitator must take uncomfortable actions or say awkward things for the good of the group. The ability to do so carefully and diplomatically is critical. Examples of this include: a group discussion dominated by one person; or a group of silent participants. The facilitator, using gentle tact, will find a way to engage the team so everyone can participate and get the most out of the session. Often times a participant may ask a question, then ramble on to eventually answer his own question. A capable facilitator knows how to diffuse these awkward moments and maintain a productive atmosphere.

**6) Commitment to collaboration:** Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the

traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of cooperative learning will help the facilitator resist a dominating role. Likewise a good facilitator is willing to share facilitation with others in the group. The goal is always on conducting the best, most effective discussion. To that end, a good facilitator knows how to temper his or her role accordingly.

**7) A sense of timing:** The facilitator needs to develop a “sixth sense” for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.

**8) Resourcefulness and creativity:** Each group is as different as the people involved. Despite a well-planned agenda, sometimes the discussions do not unfold as expected. To that end, a good facilitator is able to think on his or her feet. This may mean changing direction in mid-stream, using other creative approaches to engage the group, or entertaining ideas from the group on how to shift the agenda. Good facilitators always have tricks up their sleeves that will help a group move forward while still keeping an eye on the overall objective of the meeting.

**9) A sense of humor:** As in most human endeavors, even the most serious, a facilitator’s appreciation of life’s ironies, ability to laugh at themselves, and to share the laughter of others enhances the experience for everyone.

In summary, a good facilitator is one of your best allies for ensuring your Customer Advisory Board meetings, Partner Advisory Board meetings, executive roundtable meetings, and planning sessions deliver the business outcome you require. This is true because of this simple reason: it is very difficult to facilitate a meeting yourself when you also want to participate in it as an equal. But not all facilitators are alike. Look for one who has a personality and aptitude to understand your business and your objective. And keep in mind these 9 characteristics.

*Source: Mike Gospe, co-founder of KickStart Alliance.*

## **2. Organizing a Civic Education activity: things to consider when organizing a public education event.**

### **Logistics**

- Choose a time that works for your target audience
- Choose a location/place that is easily accessible for your target audience
- Provide directions to and from training/workshop location
- Do necessary outreach/marketing to all potential stakeholders.
- Create the necessary signage so people can easily find the room/training location.
- Arrange seating to facilitate discussion e.g. round tables for small group breakouts and discussion, arrange seats in a circle so everyone can be involved in discussion.

- Provide packet of materials that will be useful for your target audience and training needs.
- Sequence events/activities so there is progressive learning and understanding of the subject of the training.
- Provide opportunities for Youth Engagement/Youth Voice.
- Provide food and drinks to generate a sense of community.

### **Preparation**

- Find out as much as you can about your audience, e.g. experience, interests, what they want to get out of the training/workshop.
- Research the topic inside and out so you are better prepared to answer questions as they arise.
- Identify goals and objectives of the training/workshop and establish clear results.
- Develop an agenda so people can see the progression of the training/workshop.
- Provide ample time for questions and answers throughout the training/workshop.
- Anticipate potential problems/challenges so you're not caught off guard.
- Provide target audience with necessary resources and information before the training/workshop.
- 7 P's – Prior, Proper, Planning, Prevents, Piss, Poor, Performance

### **Process**

- Create “Ice Breakers” to allow people to get to know one another and feel comfortable in the training/workshop.
- Try to stick as closely to the agenda as possible.
- Be flexible to make sure you're meeting the needs of your audience.
- Develop age-appropriate activities for target audience.
- Establish guidelines/ground rules for training/workshop and/or individual activities.
- Remember to stay neutral “ALL ideas are valid and important.”
- Develop activities that encourage active participation.
- Use multi-media tools to keep audience engaged.
- Play off the interests, ideas, and experience of the audience.

## **Defining Your Role**

- Know what experiences/strengths you bring to the training/workshop.
- Know what you are willing to do and what you are not willing to do.
- Provide audience with optimal opportunities for learning.
- Walk the Talk.
- Facilitate do not dictate
- Establish boundaries that create a challenging yet safe environment.

## **Setting the Tone**

- Begin with a song or some form of music e.g. Bob Marley.
- Find out the background of the target audience.
- Create activities/discussion materials that are relevant to the audience and their experience.
- Be flexible.
- Know your break schedule.
- Tell stories about your experiences to bring subject matter to life.
- Provide a variety of activities.
- Ask specific questions.
- Ask questions everyone can respond to.

## **Participation**

- Create “Ice Breakers” everyone can participate in.
- Keep people actively involved – Talking, Thinking, Moving.
- Delegate responsibilities.
- Create listening activities e.g. Call and Response Activities.
- Create simulation activities.

- Develop the training/workshop so that audience walks away with something they have created – Final Product.
- Hand out pens and paper so people can take notes.
- Distribute power point and other presentation tools at the end of the training/workshop.
- Create incentives so people stay until the end of the training/workshop.

### **Cultivating Leadership**

- Lead by Example.
- Peer modeling.
- Provide verbal praise and affirmation throughout the training/workshop.
- Teach specific and tangible skills and strategies that people can take back to their schools/communities.
- Be flexible.
- Accept and give constructive criticism.
- Use outside resources to enhance collective knowledge and understanding.
- Be culturally sensitive with diverse audiences.
- Be prepared, organized, and dedicated.
- Make everyone a stakeholder.
- Delegate jobs and responsibilities.
- Teach leadership skills and time management.
- Identify clear expectations/outcomes.
- Establish goals and objectives.
- Provide opportunities for people to experience success.
- Brainstorm throughout training/workshop to ensure everyone is on the same page.
- Provide a safe, comfortable, and open environment.
- Develop high-quality activities/sessions so people will enthusiastically volunteer.
- Ask for HELP!!! e.g. Who would like to ... **NOT** What are you good at?
- Let people know that you are interested in diverse perspectives/different points of view.
- Rotate and switch people around so no one person is dominating discussion.
- Encourage people who are not participating.

An event doesn't have to cost a lot of money to produce, especially if you or a friendly organization has access to rent-free space and equipment. But producing an event will take some money. Consider and plan for the costs of:

- Space (if you or a partner do not have a venue you can use for free)
- Food (you'll boost turnout if you can tell people you'll have something for them to eat)
- Materials
- Promotion / getting the word out
- Sound system or other equipment
- Staff Time
- Parking

See if other organizations will co-sponsor the event and provide funding, refreshments, or materials.

Offer local businesses and coalition partners the opportunity to be listed as a cosponsor in exchange for providing meeting space, phone use, or copying and advertising expenses. You might be able to make a deal with a local copy shop and get free copies in return for advertising their name on the back of your brochures and flyers. Be creative!

## **Space**

Identify a location that is seen as a "safe" place for people you want to reach, is convenient and easy to find, has free parking, is wheelchair accessible, can accommodate a sound system and maybe some video, and can seat around 100 people.

You don't want to be in a huge auditorium that will feel empty and low-energy even if you generate a good turnout.

## **Timeline**

Develop a timeline of steps needed to plan, promote, and carry out your event. Assign staff or volunteers responsibility for tasks that need to be done.

Be sure to give yourself enough time to get the word out to your target audience once you've nailed down the logistics.

## **Agenda & Speakers**

Think about your goals as you put together your agenda and speakers.

Your goals will be to provide people with basic information about the census, highlight the importance of the census to the local community and to the services that are important to your audience, correct false information and address fears people may have about answering census forms, and encourage attendees to participate.

You may also be able to recruit volunteers for canvassing and other campaign events.

Your speakers should represent your community's diversity, should prepare their remarks in advance, and should make a commitment to stick to the amount of time they are given.

## **Materials**

Consider what kind of materials you want people to take with them when they leave.

You can create a simple fact sheet with some of the key messages encouraging people to take part. Include phone numbers for local assistance centers or call-in help for languages that are spoken in your community.

## **Publicity and Outreach**

Create flyers promoting your forum and have them available at the offices and service centers for local community organizations.

Encourage local groups and congregations to publicize your event in their newsletters. Ask local radio stations and community newspapers to promote the event in their calendar sections (keep in mind that some of these have lead times of more than a week).

The Leadership Conference on Civil Rights Education Fund will offer media outreach help to events organized by its partner organizations.

## **Checklist for Organising Workshops (Seminars, Conferences and other events)**

### **Planning the Workshop**

- Formulate and define theme(s) and subjects of event;
- Agree and set dates;
- Recruit organising working group(s) – ensure support within your organisation;
- Recruit conference staff/assistants.

### **1. Financial Planning**

- Determine budget – list all costs and identify sources of funding/ income to cover the following items;
  - Hire of venues;
  - Catering – meals, lunches, tea and coffee breaks etc.;
  - Conference stationery;
  - Translation services and equipment;
  - Evaluation report and publication of results of workshop;
  - Local accommodation for non-paying delegates;
  - Transport requirements – e.g. shuttle bus to/ from venue; transport for site visits;

- Opportunity to provide bursaries and cover the costs of participants with appropriate backgrounds and/ or experience that would be useful to include and help achieve the workshop objectives.
- Contact potential funders;
- Establish appropriate systems to control and account for all financial transactions.
- This must include, as a minimum, a list of confirmed registered participants detailing the amount paid and when this was received;

## **2. Targeting the Right Audience**

- Prepare a brief person specification – the type of people you think will benefit most from attending;
- Recruit chairpersons
- Invite VIPs and other officials
- Invite speaker for opening address
- Invite keynote speakers
- Determine who is welcoming VIPs and other officials
- Recruit opening address and keynote speakers, and panelists.

## **3. Registration and Mailing**

- Workshop registration – set deadline;
- Confirm method for registration – normally by email or the mailing address for registration forms;
- Create registration form, thinking through all essential information required – be critical and look at this from the point of view of recipients – easy to complete? / clear and unambiguous?;
- With reference to the budget, establish the registration fee and think about:

### **3.1 Final registration**

- Ensure all registration forms received have been processed and resolve any queries;
- Send final confirmation of registration to participants;
- Compile final list of registered participants;
- Report updated list of participants to convener(s);
- Produce name badges with participant's first name, family name and country of origin;
- Produce name badges for workshop staff;

## **4. Final Mailing**

Contents of final mailing:

- Workshop title, dates, location;
- Description of workshop venue (facilities);
- Postal address, telephone and fax numbers, e-mail address of lead contact;
- Reception arrangements and registration desk opening hours;
- Hotel and other accommodation details and locations relative to workshop venue – a map is always useful;

- Any off-site workshop venues and arrangements for local transport etc:

## **5. Communication and Promotion**

- Confirm all acknowledgements, including logos to be included on all material for the workshop – flyers, reports, adverts, website announcements, posters etc;
- Prepare a brief description of the event and use as the basis for internal communication (within your own organisation);
- Compile mailing list of specialist/trade journals;
- Compile mailing list of people useful to invite – a ‘hit list’ of people desirable to have attend, e.g. national officials and specialists;
- Recruit graphic designer to help with production of promotional material;
- Create first announcement/workshop flyer, including challenge, outcome, venue, date and pre-registration deadline;
- Print first announcement circular and pre-registration form;
- Mail first announcement circular and pre-registration form;
- Ensure links established on appropriate websites as an outlet for news about the workshop.

## **6. Logistical Matters**

- Identify suitable workshop site and venue – take into account remoteness of venue and ease of travel to and from venue for participants;
- Determine the need for break-out rooms and their capacities;
- Negotiate prices and requirements and provision of equipment with venue staff – check scope for delegate day rate and reduced cost/ no cost for meeting rooms etc;
- Take options on selected workshop venues – make provisional bookings wherever possible;
- Recruit working group(s) and/or committee(s);
- Verify hotel-booking arrangements – it strongly recommended that participants are responsible for booking their own flights and accommodation. (The only exception may be to offer to book accommodation for invited guests.) A list of convenient, local accommodation with a range of prices should be provided;
- Where transfer to the venue for the workshop is beneficial and possible, check incoming and outgoing train/ flights times etc and make appropriate arrangements (coaches/ buses/ taxis etc.). For all participants, describe how to get to venue of workshop from main points of arrival;
- Check and arrange special transport for officials and/ or delegates from and to airports etc.;
- Determine catering facilities (coffee, tea, drinks, snacks, lunches, dinners, conference dinner) and likely requirements;
- Hire caterer - verify special meal requirements (dietary, vegetarian, kosher etc., extra costs);
- Contact suppliers of appropriate promotional items – bags, pens, hats etc!
- Contact local tourist information agency
- Determine events for evening and opportunities for social interaction facilities for disabled.

## 7. Planning and Preparing the Programme

While developing the programme and its content, remember to check, where appropriate, the following elements:

- Confirm who will make the opening address and welcome;
- Plenary sessions;
- Parallel working sessions/ break-out groups;
- Poster and display set-up;
- Time within venue required to move from one location to another etc.;
- Transportation and how to get to the conference site: by air, train, local public transport, car:
- Provide clear, concise route descriptions;
- How and where to get tickets for public transport – indicate options and ticket prices;
- Consider shuttle transport from and to terminals (airport, railway station) – may be a cost, but it can be very helpful in stopping people getting lost and delaying the programme!;
- Timing of the call for papers, posters and abstracts
- Deadline for submission of abstracts/ speaker biographies etc for inclusion in pre-workshop information;
- Availability of or need for guidelines for presenters/ speakers – amongst other things this should confirm;
- Length and duration of presentations;
- Responsibilities of the speakers before and after the presentation;
- Advice on audience numbers, description of venue and technical facilities;
- Guidelines on display facilities for information and literature about participating organisations and their work – posters, flyers, reports etc. Confirm things such as:
- Size of display areas / poster boards
- Mounting system at poster boards
- Arrangements to set-up and dismantle displays
- Preferred formats for text, lettering, banners etc;
- Post workshop reporting:
- Give clear advice on editorial requirements;
- Confirm a deadline for submission of reports.
- Consider the need for receptions, depending on when any officials, special invitees or dignitaries, for example, are arriving;
- Preparations, venue, style, format and timing etc of a conference dinner. (Remember to confirm date, location, timing etc, and consider all costs and who will cover them within the available budget.
- Appropriate entertainment;
- Parking facilities (parking lot, tickets);
- Transport to and from conference venue and hotels.

## 8. Additional Information, which may be of use to participants

- Electricity (voltage, plug-socket system)

- Telephone/fax/e-mail facilities for participants
- Public telephone facilities (cards, coins, tokens)
- Photocopy facilities
- Emergency numbers (police, fire, ambulance)
- Medical services
- Climate in the workshop period and advice for participants on clothing;
- Money - currency information, exchange facilities etc.;
- Access to cash dispensers and credit card facilities;
- Need for each individual to ensure they have their own travel insurance;
- Visa requirements and a clear statement that it is the responsibility of each individual participant to ensure they secure the appropriate visa.

### **9. Convention Stationery**

Apart from the contents of the workshop pack, only badges are essential in the following list. The other items listed here are subject to available budget and the scale of the event being planned;

- Badges with clip/pin combination;
- Pens (or other promotional materials);
- Folders;
- Clip boards;
- Event (conference) bags.

### **10. Workshop Pack Contents**

- Note paper;
- Up-to-date programme;
- Speaker biographies;
- List of participants;
- Up-to-date logistical information;
- Copy of evaluation form.

### **11. Venue Related Activities**

- Signs to meeting rooms and other areas;
- Prepare display area for promotional stands etc;
- Set-up registration desk and ensure access to telephone, photocopiers, printers, first-aid supplies etc;
- Take stationery box – pens, marker pens, scissors, tape, blue-tac, paper, post-its etc. – as well as last minute registration forms, public transport time tables, city map and a list of all staff and their mobile phone numbers;
- Confirm arrangements for messages – a message board is often useful;
- Ensure workshop staff are familiar with emergency evacuation procedures, toilets and other services etc;
- Co-ordinate the timing of coffee/tee breaks and meal services
- Co-ordinate staffing of the registration desk

- Co-ordinate assistance in the meeting rooms
- Briefing with workshop venue staff
- Meet and greet arrangements for speakers, especially to provide technical support for those making presentations;
- Brief chairpersons and all speakers.

## **12. Meeting Rooms(s)**

- Confirm requirements for break-out discussion or meeting rooms – flip-charts, white board(s) and special markers;
- Ensure glasses of water and/or soft drinks for chairpersons, speakers and panel members;
- Check seating and room-layout has been arranged as required, as far in advance as possible of individual programme elements;
- Consider need for interpreter booths.

## **13. Translation Requirements and Facilities**

- Determine lead language for the workshop – most commonly this is English for international events;
- Determine need of interpreters and the number of languages to be translated
- Contact translation equipment provider for price offer
- Discuss number of necessary interpreters based on estimate participation levels and also the range of languages for which a translation service will be provided;
- Agree the need for interpreter booths and their locations in meeting room(s);
- Determine translation equipment;
- Negotiate and confirm all translation requirements in a contract agreement with translation services provider;
- Verify arrangements/ requirements for board and lodging for interpreters;
- Provide interpreters with copies of all formal papers in advance of the workshop, including copies of the programme and agendas for any meetings taking place as part of the workshop.

## **14. Photograph(s)**

- Look through the entire programme and consider when and where it would be useful to have photographs;
- Make contact and enter an agreement with a photographer – this may be a local member of staff rather than an official photographer to keep costs as low as possible, but, for formal events, especially involving officials and dignitaries, a professional photographer is worth considering;
- If contracted-out, this should be a written confirmation, including:
  - acceptance of offer
  - conference site
  - shooting date and time
  - estimated group size
  - size and number of photographs required
  - black and white or coloured
  - delivery date

- If the conference site has no house photographer, the involved photographer should visit the conference site in advance to determine the best in- and outdoor shooting sites

### **15. Press Releases/ Press Conference**

- Draft press releases and consider means of dissemination – via participants, own media contacts, those of others participating. This can be a very formal expectation and requirements, especially for visiting dignitaries and officials;
- Compile mailing list for press release
- Consider the need for a press conference - site, date and time
- Determine a lead contact (official) spokesperson;
- Make arrangements for press to interview VIPs, officials, speakers, etc.

## **3. 0 Various techniques that can be used to deliver Civic education message effectively.**

### **3.1 Effective Communication**

Good communication skills are essential to effective facilitation. They are necessary for establishing a fruitful interaction between the group and the facilitator and ensure that people's needs, concerns and interests are being heard and addressed.

Communication can be both verbal and non-verbal. Verbal interaction involves the actual words spoken as well as the tone of voice, volume and intonation, choice of language and rhetorical styles. Non-verbal communication can for example include facial expressions, body language, sitting postures, gestures or eye contact. These often play a significant role in indicating the underlying feelings or emotions behind the words. Non-verbal messages can also be related to the person's identity and background, for example in terms of assumptions or perception with regard to gender, ethnicity or social class.

When conducting civic education at grassroots level, the facilitator needs to carefully apply communication skills in order to be accepted and understood by the people and effectively get the message across. Failed communication and misunderstanding can seriously undermine the success of the training.

The following tips can help ensure effective communication:

- Choose your language and words depending on the kind of group you interact with. Particularly at grassroots level it is best to stick to the local language if possible. Otherwise it is important to use simple language that the people understand more easily. People should not feel excluded because of language issues.
- Avoid complex technical terms, jargon and foreign words.
- Always speak loud and clearly.

- Use volume and pitch consciously, e.g. for motivational purposes or increasing attention.
- Explain complex issues by using locally known images and examples.
- Display openness and genuine interest in the contributions from participants.
- Control yourself. Avoid sending unintended messages. Avoid openly displaying negative emotions.
- Avoid being judgmental. Do not openly display frustration or disagreement with participants' contributions.
- Express positive feelings for motivational purposes. Send positive signals to encourage participants.
- Be aware of your body language and use your gestures consciously.
- Be sensitive towards issues of culture, gender, age, ethnicity, social class and ask yourself how they might affect the perception of the people you interact with.
- Dress appropriately, depending on the context, venue etc. The dress you wear conveys a message as well.
- Allow phases of silence when appropriate.
- Be sensitive for messages you receive from the participants. For example the facial expression and body language can show whether they are interested and involved, whether they are able to follow the discussions and understand your explanations etc.
- BE YOURSELF: Trying to be conscious about matters of communication should not prevent you from being yourself. Do not pretend to be what you are not and do not put up a show. If you act more naturally you will be more credible.
- A good civic education enables one to identify or give the meaning or significance of things that are tangible such as the flag, national monuments, or civic and political events. It also enables one to give the meaning or significance of intangibles, such as ideas or concepts including patriotism, majority and minority rights, civil society, and constitutionalism.

## **6.0 Methods and Facilitation Techniques**

In order to ensure an effective and participatory learning process, the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater for the needs of the different types of adult learners through a diversity of methods.

The content of each session often determines which methods are applicable. Some topics and areas need a more active role of the facilitator and a lot of central input, while others are best conducted by involving all participants more actively. The sequencing of the session should take into consideration which methods can be applied at what point in time, so that participants can enjoy an interesting mix of methods and exercises and long times without active involvement are avoided.

### **Lecture**

The lecture method is the most commonly used teaching approach for working with groups of learners. The facilitator presents and explains the relevant information that shall be passed on to the participants.

The lecture method is an efficient tool to present a bulk of facts, information and concepts in a relatively short time.

### **Brainstorming**

Brainstorming is a quick way of collecting participants' ideas, views and suggestions in an open way. It is used to encourage the participants to freely share what comes to their mind when thinking of a certain topic, challenge or problem.

### **Plenary**

In a plenary discussion all training participants come together to discuss a certain topic and share their ideas and opinions. The method enables participants to openly interact and to not only express their views but also respond and react to each other's contributions.

### **Small Group Discussion**

Particularly if the group is very big, it can make sense to break into smaller groups for discussion. This gives each participant better chances and more time to contribute.

### **Panel Discussion/Debate**

Another format of a discussion is a panel. Here, some selected participants – or even external experts – form a panel which discusses a certain topic.

### **Buzz-Group**

A so-called buzz-group is a quick break-away exchange/discussion between two or three participants to discuss a specific question for a very short period of time.

The exercise can for example be inserted to break the monotony of a presentation or lecture.

Usually, participants would simply be asked to discuss the question with their neighbor in a few minutes.

### **Fishbowl**

The fish bowl is a special seating arrangement where one part (or half) of the group sits together in an inner circle to discuss or work on something, while the rest (the other half) sit outside the circle to observe the inner circle. The methodology helps to discuss a certain topic with a smaller group and getting relevant contributions from selected and interested participants without leaving out the rest of the group who is able to follow the discussion.

### **Group Assignment**

The formation of smaller groups to work on a certain task or topic is a popular method that forms part of most training activities. It enhances participation and interaction, helps the participant to get to know each other better, build relationships and learn to cooperate and practice their skills.

### **Role Play**

In a role play participants are asked to act out a specific real life situation as a way to address a certain challenge or problem and suggesting ways of how to handle it.

Participants are assigned certain roles and are given information about the person/ character they are representing.

A role play can help to trigger a discussion or reflection and allows for a change of perspectives. It is an effective tool for practicing skills, changing roles, trying other options, being confronted with stereotypes and developing a broader understanding of other perspectives.

### **Drama**

Unlike the role play, the drama follows a script. The actors are briefed in advance on what to say and do and can rehearse. Thus, the outcome is more predictable. The drama method can be very useful to illustrate a point in an appealing way.

### **Case Study**

In a case study the facilitator presents a real life situation (or invented scenario) to the group, e.g. by telling a story or showing pictures. The participants will then be asked to address the challenges, problems or dilemmas outlined in the case study. This is a useful method to relate the topic of the training session to a real life situation which encourages participants to develop more concrete ideas.

### **Skills Practice**

Skills practice means that participants are given the opportunity to apply their newly acquired skill(s) in practice and to get feedback from another participant, the group or the facilitator on their performance.

### **Games**

Games can fulfill multiple purposes in a training program and can therefore take various forms. They can be entertaining in order to make the learning more enjoyable and can sometimes simply be used to break the monotony of a learning process or to energize participants through physical activity.

### **Quiz**

A quiz can help to test the knowledge and skills acquired by the participants in the course of the training. It can also be a good way of repeating what has been discussed and presented to enhance the learning effect. The competitive element can also stimulate interest and alertness among the participants.

A quiz can take different formats. For example it can be a quick exercise during or at the end of a presentation or training session, but it can also be turned into a whole session or event by organizing some kind of a quiz show in which groups or individuals compete against each other and which brings in a strong element of entertainment.

### **Images/Codes**

Pictures, photographs or short stories can be used as a code in order to present a challenge or problem that needs to be solved. A code is a way of communicating a problem briefly and clearly to a group, which allows them to reflect and examine it in order to gain new information or skills.

The participants may for example be confronted with a picture or short story and then be asked what they see in the picture or what they heard in the story, what it means to them, and what their ideas are regarding the problem or challenge described. The facilitator will initially not provide further details or additional information and rather let the participants “explore” what they get out of the code.

### **Songs and Stories**

Songs and stories can be used as codes but they can also serve other purposes. For example they can provide a creative and entertaining way to present information.

The facilitator may choose to use songs to pass on some messages during the training. Reference can also be made to traditional folklore and participants may be asked to sing a (traditional) song that related to the training topic. Songs and dances can also be used as energizers for the participants.

### **Card Clustering**

Card clustering is a useful tool to structure discussions and brainstorming exercises.

Instead of an open brainstorming or discussion, participants are asked to write their thoughts and ideas on cards (manila paper) which are then collected and presented by putting them on the wall or on a flipchart.

The exercise can take different rounds. For example, in a first round it can have a brainstorming character and cards are simply collected, read out and put on the wall. In subsequent rounds the contributions can be discussed, further elaborated and for example grouped into certain categories.

The method can be very effective and time-efficient since the participants have to stick to the most important points and express themselves through catchwords or short statements on the cards. It is important that the facilitator instructs the participants to write clearly, use few words and only put one idea on each card. Since the exercise requires material and a facility where the cards can for example be displayed on a wall it may not be applicable in all contexts.

## **4. Any other areas of Importance to the training.**

### **4.1 The purpose of your event**

Why are you holding an event? You’d be surprised how many people think an event is a wonderful idea but when pressed on what the purpose of the event is, or its overall goal, they are unable to clearly articulate its objective. You want to make certain there is a clear reason to hold an event — a celebration for a new facility, a fundraising event with a clear financial goal behind it, a new product launch to share with customers — lacking a defined objective, your event can be a costly effort without the power to attract attendees or further your mission.

### **4.2. Who are you inviting? (or know your target audience)**

Depending on the type of event you are holding and your business, you’ll want to carefully consider who should be invited to your event. Is this something that the general public would enjoy? Is this something that is only appropriate for select members of your target audience such as business customers or donors? Defining your target audience specifically for your event is one of the keys to a good turnout.

### 4.3. Getting the word out

These days people are inundated with social media, email and snail mail alike, but the fact remains that most people report they prefer to receive communications by email. Do you have a reliable email database that you can use for invitations? If you are nonprofit organization or small business, do you have an account set up with online email service company such as If your event is more general in nature and does not require invitations, you can select other tried-and-true options to spread that word such as:

- Newspaper event advertisements, both print and online
- Calendar announcements, both print and online
- News advisory, with follow ups with specific reporters, and
- Posters distributed to businesses and displayed on community bulletin boards
- Social media posts with event details scheduled over time to build interest.

### 4.4. Overall logistics

These may seem like the small things but they can escalate into large issues if not taken care of properly. Traffic flow and parking all contribute to the safety of your attendees and clear signage can help ensure that everyone knows where to go.

**Food.** Will you serve it? How much? What kind? Hot? Cold? Appetizers or full meal? The answer to this question is often dictated by two things — the number of people you are inviting and your budget. Catered food can be pricey on a per person basis and the last thing you want is to run out of food at your event. Then again, caterers have the equipment and know-how to handle food safely and satisfy the tastes of a crowd. Always plan for more than enough food, but it may be better to go for more snack type foods than entrees to ensure you don't run out and can stay within your budget.

### 4.5. Engaging your attendees at your event

You have your guests, food, signs, event purpose — but now what? How do you keep your people engaged at your event? Depending on the objective of your event you have many options. Here are a few:

- Arrange for a high-profile speaker: This could be a well-known personality, government or community leader, or “cheerleader” of your brand or organization
- Offer tours of your facility if it has special features such as art, energy efficiency, or sustainability
- Organize games for kids and adults
- Supplemental online events via social media: Twitter chat, Instagram stream, Facebook contest.

## **4.6. Giveaways**

Providing your event attendees with some kind of giveaway is a nice way to thank them for supporting you at your event. Depending on your company or organization, you might be able to give away an existing product you already have or seek sponsors for giveaways so you don't have to spend additional funds on promotional items for one-time use. But don't let keeping costs down lead you astray — what you give away reflects on your organization. (It's better for mission-driven businesses to give away nothing than to use promotional items in conflict with your values and principles.)

## **4.7. Be prepared for tough questions and the media**

At any event you may receive questions from your attendees and even the media if they show up at your event. It's best to try to anticipate what some of these questions might be and prepare answers in advance so you're not caught off guard. Don't just think of the warm and fuzzy questions people might want to know about, consider the tough questions. These usually include subjects such as budgets and funding, why certain people have or have not been invited to your event and the history of your company or organization (and any bumps or brouhahas that have affected it along the way). If the media does attend your event, always consider what story you would like to see as a result of your event and answer questions accordingly. (This checklist assumes media coverage is not the primary purpose of your event.)

## **4.8. Staffing for the event**

Any event needs to be properly staffed so it's imperative that you have your staff on board for the occasion. Make a schedule that everyone is comfortable with and accommodates your team members' personal lives (particularly if your event is on a weekend). The worst way to start is to have an event staffed by unhappy employees.

## **4.9. Document your event**

Keeping a history of your events is good for many reasons. Sharing your event via your website is a great way to show community interaction and another side to your company or organization. This requires photos but doesn't necessarily mean hiring a professional photographer. If your budget allows for it, great. If not, talk to your employees and find out if anyone enjoys photography as a hobby or has a natural inclination for taking great photos. Ask that person if they'd be willing to take some shots of the event. Just remember, if you intend to use photos with identifiable people in it, you'll need to get photo releases. Also, capturing quotes from attendees is another great way to document the success of an event. These quotes can be used, again with permission, on your website and in future marketing materials, if applicable.

## **4.10. Debrief and review**

**4.10.1** Always debrief and review with your team after the event. Find out what worked and what didn't in your event planning so you can improve for your next event!

#### **4.10.2 Evaluation**

Evaluating the training session is essential to getting feedback from participants on the effectiveness of the training. It is not only beneficial for the TOT, who can use the feedback to improve subsequent trainings; it is a good chance for future trainers to express their thoughts so that they feel their voice is heard. Some guidelines for a successful assessment include:

Review key ideas covered during session. This approach aids in clarifying key ideas discussed during the session.

Written feedback. This can be accomplished through the completion of a written evaluation form which should include a section on constructive feedback related to the current training session.

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