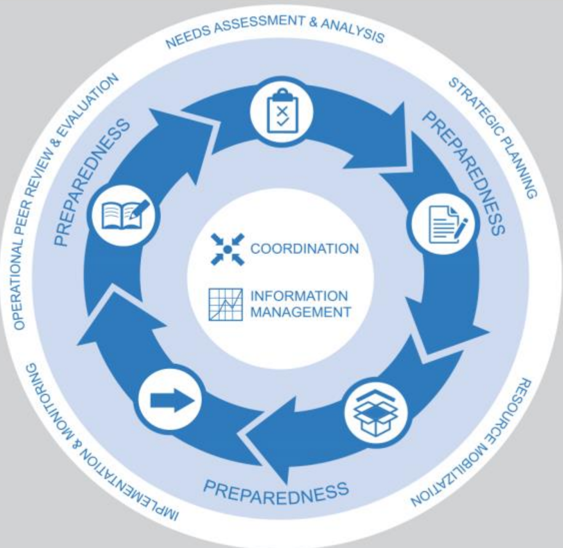
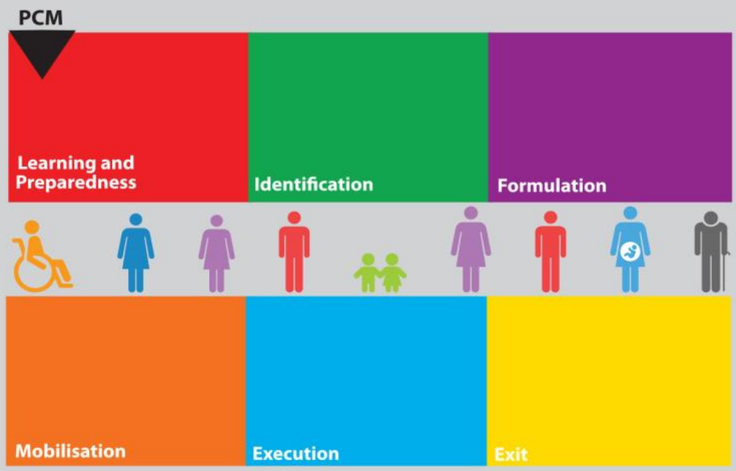
### 3-Day Training

## Quality and Accountability
### for
## Project Cycle Management

# TRAINERS GUIDE

**January 2020**

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# Contents


- Introduction to the 3-day Training on Q&A for PCM
- Overview of the 3-day Training on Q&A for PCM
- Organising a 3-day Training on Q&A for PCM
- Preparing to deliver the 3-day Training on Q&A for PCM
- Contextualising the Training
- Running the Training
- Annexes


# 1. Introduction to the 3-day Training on Q&A for PCM

This Trainers Guide was developed by *Sylvie Robert*, independent consultant specialised on Quality and Accountability to Affected Populations, within a contract with Community World Service Asia (CWSA), who designed the 3-day training Modules on Q&A for PCM. The team gratefully acknowledges the use of initial materials from other projects such as IOM PSEA-CBCM, LEGS and Sphere who gave their authorization to use and adapt some of their materials.

This Trainers Guide aims to support Trainers who attended the Training of Trainers (ToT) and are planning to deliver 3-day Trainings on Quality and Accountability for Project Cycle Management at national and local levels. It provides guidance on how to prepare for and facilitate a 3-day Training on Q&A for PCM with a focus on adapting the approach and materials to specific national and local contexts (audience and environment).

This Trainers Guide is intended for use only by those trainers having participated in the Training of Trainers (ToT).

## 2. Overview of the 3-day Training on Q&A for PCM

# Training Overview

| | |
|---|---|
| **Aim/Goal** | **Contribute to enhancing the quality and accountability of the humanitarian and development projects and programmes for the benefit of communities.** |
| **Main Objective** | Increase the capacities of humanitarian actors' to apply quality and accountability standards and tools throughout the PCM phases. |
| **Learning Objectives** | At the end of the 3-day Training, participants will be able to:<br>• Identify key initiatives and tools contributing to Q&A<br>• Outline opportunities, challenges and resources in implementing Q&A throughout the PCM<br>• Use existing standards and tools in an appropriate manner in their specific local context (environment, audience, etc.)<br>• Design and plan collective approaches to Quality and Accountability |
| **Target Audience** | • **25 participants** (approx.)<br>• From NGOs (national and international), Government and UN agencies<br>• Other actors are most welcome |
| **Pre-Requisite** | It is crucial to ensure a minimum common level before the training. Participants will be required to navigate online resources and trainings in advance: the CHS, the HSP, Sphere, etc. |
| **Methodology** | The methodology is highly participatory and builds on participants' experiences and needs. Participants' progress will be measured throughout the learning process. |
| **Training Structure** | The 3-day Training on Q&A for PCM is composed of 10 modules of which 6 describe humanitarian standards and tools that can support humanitarian actors at each phase of the Project Cycle Management (PCM) and the Humanitarian Programme Cycle (HPC). |
| **Training Team** | The training team should be made of:<br>• One ToT participant becoming the lead trainer<br>• One or two co-trainers working in the context |
| **Language** | The Training is delivered in English. |
| **Organisers, Host & Donors** | • **Any organization** willing to can host a 3-day Training on Q&A<br>• Financial support should be sought from both participants' fees and donors supporting traditionally such approaches. Initiatives such as the CHS Alliance and Sphere/The HSP could also be contacted.<br>• Onsite representations of OCHA and coordinating platforms such as ICVA may be contacted to offer subsidies for NNGOs. |
| | **3 days**<br>**Starting from 2020** |

# 3. Organising a 3-day Training on Q&A for PCM

The trainer will work with other humanitarian actors onsite to organise a 3-day training and coordinate the training logistics (including identifying a host). A list of action points is suggested in **Annex: Advance Preparation Checklist**. It covers the early steps, preparation needed closer to the training, and finally two days pre-training preparations.

The logistics in this list are in addition to the 2 days of preparation work at the training site to tailor the training to the local context, and will need to be coordinated ideally one month, or at least two weeks in advance of a 3-day Training.

## 3.1 Engaging other humanitarian actors

The training team will ensure that all actors involved locally, and maybe in a specific response, will be given the opportunity to apply for the training. Humanitarian workers and national humanitarian organizations should be given the highest priority. This approach is consistent with the objective of applying collectively the humanitarian standards to enhance the quality and accountability of the response.

## 3.2 Opening Speaker

The opening speech on Day 1 of the 3-day Training should allow welcoming participants, emphasizing the importance of Q&A for PCM and acknowledging the co-trainers. This person should cement the importance of this approach for the entire humanitarian response. Therefore it will be important to carefully identify who the speaker will be, e.g. from the training's host organisation, a local coordination body, etc.

The opening speaker should be contacted and secured in advance and be asked to make a presentation of 15 minutes. It is important that this input does not disrupt the flow of the training (or the timing of the agenda) so the speaker should be well briefed on the purpose and the timing of their talk beforehand.

## 3.3 Host Arrangements

The training should/could be delivered for participants from multiple agencies. It is simplest if one committed agency's logistics team can be a focal point for making training arrangements. The selected agency should also designate a contact point for the global management and administration of the training with whom the trainers can liaise on the requirements and arrangements for the 3-day Training.

The trainers should be involved to select the venue and review the room specifications, the logistical and resource requirements, arrange for lunch and morning/afternoon coffee breaks for participants, translation (if necessary), and to ensure that copies of all training materials will be available for participants at the training.

These arrangements should also take into account any security issues that may affect the participants' travel and the training itself.

## 3.4 Cost of a 3-day Training

The Training of Trainers produced a number of Trainers who will be a resource for cascading the 3-day Training on Q&A for PCM. Funding of the trainings may vary from one to another. Anyhow there are fixed budget lines that should be considered when delivering a 3-day Training. The following budget lines should help to inform on the expenses to be considered for a non-residential 3-day training, excluding fees/DSA:

| Item | Quantity |
|---|---|
| **Meeting room** | 3 days |
| **Coffee/tea breaks** | 2 x 3 days |
| **Lunch** | Per participant and Trainers x 3 days |
| **Printing training materials** | 1 per participant |
| **Stationery** | Pens, notebooks, flip charts, name badges, etc. (see list in Annex) |

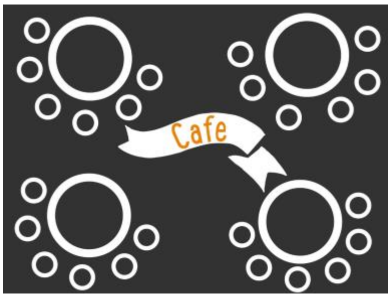
## 3.5 Selection of Participants

Participants to the 3-day Training on Q&A for PCM will be Humanitarian workers working in context for NGOs, INGOS, UN agencies and Red Cross and Red Crescent National Societies.

## 3.6 Venue and Room Set up

The Training runs over 3 days. A good training room is needed with enough space for up to 25 participants to move freely (this is equivalent to around 50 participants in a more formal setting, e.g. in boardroom layout). The room should have natural light and good ventilation (natural air rather than air conditioning if possible).

The easiest arrangement for a 3-day Training is *café style*, with four or five (preferably round) tables where five or six people can sit. This means that participants are in ready-made groups for when the group work and exercises begin. If the training room is not large enough for group work as well as plenary, you will also need a number of break-out rooms for the group work.




## 3.7 Materials, Equipment and Resources

The 3-day Training materials need to be prepared and printed in advance (see F**ile: Resources to print**) as well as the equipment and some specific resources required to run this training (see **Annex: List of Equipment and Materials**).

In addition to the flip chart stand and roll of paper, marker pens, laptop and projector that are required for all sessions, the specific resources needed for each session are listed in the **File Training Modules** (see **Preparation Section in the Training Modules**). You will need to check through the Training description before the training to ensure you have all the materials and resources ready.

It is important to note that it is possible to run a 3-day Training **without slides**. However, this requires **significant extra preparation**. For example, flip charts and/or handouts can be prepared containing some of the materials. Be aware that even if the slides are not used, some substance of the training content is contained in the slide and must still be delivered.

# 4. Preparing to deliver the 3-day Training on Q&A for PCM

## 4.1 Training Agenda

The agenda runs over 3 days. This duration is necessary to properly cover the 10 modules and allow discussing individual, organisational and collective commitments and implementation plans.

Therefore, it is not advised to make any major changes to this agenda and the 10 Modules sequencing. It has been built with careful attention to the sessions' pace and methodological approach and diversity, with specific respect of adult learning principles. Big modifications may harm the whole approach. That said, trainers would know that slight adjustments are not only allowed but needed throughout any training.

An option would be to end a bit earlier on Day 3. This can be done by stretching Module 10 (the certificates handover and closing ceremony can be run together). This option is of particular interest if it allows participants to reach back more swiftly their work/home location at the end of the training.

# Training Agenda

| | DAY 1 | DAY 2 | DAY 3 |
|---|---|---|---|
| *15'* | *Registration* | *Evaluation feedback Recap.* | *Evaluation feedback Recap.* |
| *90'* | **Opening and Introductions** | Module 4: **PCM Phase 1 Identification** | Module 8: **PCM Phase 5 Exit** |
| *Break* | | | |
| *90'* | Module 1: **Q&A Introduction** | Module 5: **PCM Phase 2 Formulation** | Module 9: **Frameworks and Verification** |
| *Lunch* | | | |
| *90'* | Module 2: **Q&A through HPC and PCM** | Module 6: **PCM Phase 3 Mobilisation** | Module 10: **Practical Actions** |
| *Break* | | | |
| *90'* | Module 3: **PCM Phase 0 Learning and Preparedness** | Module 7: **PCM Phase 4 Execution** | **Materials Handover Final Evaluation Certificate of Attendance** |
| *15'* | *Daily Evaluation Social Event* | *Daily Evaluation* | *Closure* |

## 4.2 Timing

The Training days are divided into four blocks of 90 minutes each, for three days.

Each day starts 15 minutes before the first 90-minute session begins, to allow for evaluation feedback and recap of the previous day. Lunch is of an hour and tea/coffee breaks are of 30 minutes – these should be respected if at all possible, in order to allow participants to rest, share information, and network.

## 4.3 Training Modules

- **Module 1: Q&A Introduction**
- **Module 2: Q&A through HPC and PCM**
- **Module 3: PCM Phase 0 - Learning and Preparedness**
- **Module 4: PCM Phase 1 - Identification**
- **Module 5: PCM Phase 2 - Formulation**
- **Module 6: PCM Phase 3 - Mobilisation**
- **Module 7: PCM Phase 4 - Execution**
- **Module 8: PCM Phase 5 - Exit**
- **Module 9: Frameworks and Verification**
- **Module 10: Practical Actions**

## 4.4 Materials Preparation

**Medium term - Before the training (ideally one month – or at least two weeks in advance)**

The following materials will need to be printed prior to the 3-day Training on Quality and Accountability for Project Cycle Management, and distributed to participants:

- Some of the Standards handbooks, if not available in hard copies.
  An option would be to ask participants to bring their own copy if they have any.
- The training agenda with timings adjusted to context
- A draft participants list
- A training handouts folder
- The 'training resources to print' file
- The training slides. This is optional, and if you decide to print we recommend printing '6 per page' and distributing at the end of the training.
- A USB key with resource documents.
  Note: The training materials should not be shared.

It is recommended that participants are given all these documents in a folder. Participants can collect in this folder the Handouts distributed during the Training.

After participants have registered, their details should be checked so that an updated and confirmed Participants List can be issued at the end of the 3-day Training.

**Short term & During the training**

Each Session/Module overview has a bottom section titled **'Preparation before the Session'**.

The Training team should review those sections while starting the training preparation and ensure that all required preparation is feasible.

The trainer in charge of one session/module is responsible for cross checking that all the preparation highlighted in this box is in place.

The next section titled **'Sources of further information'** is also related to preparation, but at a more individual level as it highlights sources for further reading and documenting the session/module topic(s).

**The trainer's self-preparation is key:** use these sections to ensure a successful delivery of the training!

**3-day Training Materials Protection**

The 3-day Training Package is not protected by copyright but it should be for use only by trainers who have attended the Training of Trainers (ToT) and are prepared to use the entire training package, contextualize appropriately, and make no other adaptations.

The materials should not be copied or distributed to others without explanation of the intended use of this training package. The PowerPoint slides are for use only as part of this 3-day Training and the logos and branding should not be removed.

# 5. Contextualising the Training

**Contextualizing the 3-day Training takes two forms: Adapting the physical Training Package, and tailoring the discussions to reflect the local response.**

## 5.1 Adapting the Physical Training Package

The files in the Training package are 'generic', and the PowerPoints and handouts may need to be adjusted prior to the Training. However the Modules' Learning Objectives, Key Messages, and main content and sequencing should not be modified.

## 5.2 Tailoring the Discussions to the Local Context

Trainers delivering the 3-day Training must do preparatory outreach in coordination with other actors/groups familiar with the context of the response so that the training can concretely address the challenges and specificities of the training location.

An output of this training is a collective Work Plan that will guide joint activities, therefore the discussions and exercises throughout the 3 days must reflect the current context of the people/organisations receiving the training, as well as the situational, cultural, political, or response-based challenges that they need to address.

Trainers will need to be very familiar with the Training Package and their own training context in order to tailor each discussion based on localized factors. Below is a non-exhaustive list of the information trainers should gather prior to the Training, so they are prepared to move the conversations forward:

- Culture & Language: What are the communication challenges? How is the Human Rights approach and Accountability understood? How does it translated into good practices, including a good approach to management?
- Humanitarian protection & Gender: how sensitive is this?
- Cross-cutting issues: need to prioritise!
- Communications: What is the availability of internet/phone service in the area, and for the affected population in particular?
- Insecure context: how does it impact information management and participation?

- Remote management: Is the affected population reached directly by agencies or remotely through implementing partners, etc. Are they IDPs in host communities, refugees in camps, etc.?
- What is the status of the inter-agency PSEA development on site and what are the known SEA risk-factors, particularly vulnerable groups, perceived offenders, cultural norms, etc.?
- Actors: what is the role of the government and/or military in camp management or other security oversight of the affected population, their existing relationship with the UN/humanitarian community, etc.

***Considering the above points will affect discussions and choices made by the participants on how to move forward with their activities, but will not change the content of the training.***

# 6. Running the Training

## 6.1 Participatory Training

The 3-day Training is designed as a participatory process. Group work and exercises therefore form an important part of the process. Groups should contain between 3 to 5 members if possible, giving a total of four or five groups.

Significant time is allocated for plenary and group discussions to allow for experience sharing between the participants and training team.

In plenary, question and answer should be used as much as possible, both to promote participation, and also to help localise and contextualise the substance. Encouraging participants to give examples and experiences from their own work and region is important to help to root the training in the local context.

**Sensitive examples or cases** shared during the 3-day Training should be anonymized. Participants or trainers should avoid sharing details that would allow people to be identified.

The **Annex: Energiser Toolkit** contains a list of energisers and ice breakers that can be used between or during sessions to increase energy levels or provide light relief between topics. The **Annex** also includes **suggestions for participatory recap and daily evaluations**.

If possible **a group photo** should be taken before the last day, so that copies can be printed out and distributed at the end of the training.

## 6.2 Individual, Organisational and Collective Commitments, and Work Plan

**Module 9 and Module 10** enable participants to identify and commit to next steps, at individual, organizational and collective levels. The commitments, based on what was learned in the training, will allow participants to take action. The collective commitments will require further networking.

The **Work Plan** is one of the output of the Training. It takes participants from knowing the good practices to implementing them. The Work Plan in **Annex: Sample Work Plan** can be used as guidance. Each activity should have a deadline and an agency that will take the lead on that activity, to ensure ownership and implementation.

To ensure that the good practices and ideas for implementation discussed during the training are compiled during and carried through after the training is over, it would be good to identify a team of participants who would capture those ideas and individual and collective commitments of participants throughout the training.

## 6.3 Monitoring and Evaluation Process

To monitor and evaluate how far the Training Learning Objectives were reached, the trainer will present the Learning Objectives at the beginning of each session and will recall them at the end of each session. Daily evaluations will enable the trainer to adapt the methodology used or further tailor the content to make the most of the next day.

Suggestions of methods to conduct recapitulation of the previous day and daily evaluation throughout the training are available in **Annex: Energiser Toolkit** and in the **Annex: Selected Training Methods**. It is recommended to use a variety of those methods and mix the ways to open and close the days.

At the end of each 3-day Training **a final evaluation** (see **Annex: Final Evaluation**) should be carried out to capture how far the course has reached its objectives. This forms part of the reporting process. This information will be used to share lessons learned and feedback on the training materials and the process.

The training report should follow the format available in **Annex: Reporting Format for a 3-day Training.** It should be completed at the end of every 3-day Training. The results of the participants' final evaluations of the training should be summarised and attached to the report, and shared with the Training host, CHS Alliance, OCHA Turkey and IOM Turkey for each 3-day Training. This report could also be shared with the Training participants.

## 6.4 Saving and Circulating Participants' Work

Many exercises and discussions during this training will result in output (e.g. ideas for implementing activities in the area, local best practices, etc.) that will help participants and decision-makers when designing and implementing their activities after the training.

Before the training, identify 1-2 rapporteurs, who will capture the discussion points during brainstorming sessions and type up the output that participants will create during the exercises. Ask the rapporteur(s) to email you the typed information.

Save copies of your training report and participants' evaluation synthesis, and Ensure that you share those widely.

## 6.5 Applying Adult Learning

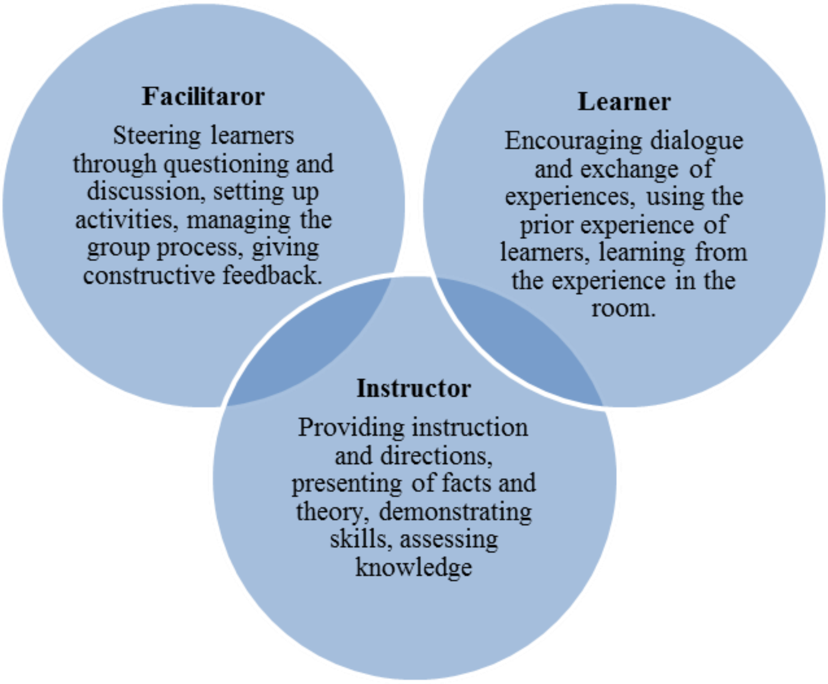
This section provides reference materials to enforce Adult Learning throughout the delivery of a 3-day Training on Q&A.

**Adult Learning Theory**

The list of training methods available in the **Annex: Selected Training Methods** with brief descriptions and tips does not pretend to be comprehensive – but provides additional information to support the module sessions. The methods listed are predominantly the ones outlined in the session plans.

**The role of the trainer**

As in any course for adult participants, the trainers will play three roles: **Instructor, Facilitator and Learner**.




This training has been designed to include different types of methodologies enabling the trainers to play all these roles. The trainers are responsible for delivering the content of the course and managing the process of the learning.

The trainers for this course should be conversant with adult learning principles and have prior knowledge in the field of Quality and Accountability.

# Annexes

**Annex: Acronyms**

**Annex: Advance Preparation Checklist**

**Annex: List of Equipment and Materials**

**Annex: Energiser Toolkit**

**Annex: Sample Work Plan**

**Annex: Selected Training Methods**

**Annex: Training Final Evaluation**

**Annex: Reporting Format for a 3-day Training**

**Annex: Certificate of Attendance**

# Annex: Acronyms

| Acronym | Full Language |
|---|---|
| AAP | Accountability to Affected Populations |
| GBV | Gender Based Violence |
| HCT | Humanitarian Country Team |
| HPC | Humanitarian Programme Cycle |
| IASC | Inter-Agency Standing Committee |
| NGO | Non-Governmental Organization |
| PCM | Project Cycle Management |
| PSEA | Protection from Sexual Exploitation and Abuse |
| Q&A | Quality and Accountability |
| RC/HC | Resident / Humanitarian Coordinator |
| SEA | Sexual Exploitation and Abuse |
| UN | United Nations |
| UNCT | United Nations Country Team |

# Annex: Advance Preparation Checklist

**Early Steps:**

1. Engagement with other humanitarian actors.
2. Reach out to the Heads of Office to ensure they are aware of the purpose of the training, so that they select and support appropriate representatives to attend.
3. Circulate a Training **Concept Note** and call for applications.
4. Finalize the list of participants, including: name, agency, and individual contact information.
5. Send out a letter of invitation to participants.

**Closer to the training:**

1. Tailor the training materials for the local context
2. Circulate preparatory materials to participants, including:
    a. The Training agenda
    b. The preparatory assignments
    c. Links to resources of interest
3. Load USB sticks with the materials to pass out to participants
4. Organize a rapporteur to take notes toward a Training Report
5. Arrange for the venue, with enough space for exercises, group work (round tables in half moon seating) and breaks.
6. Arrange lunches and coffee breaks for participants and trainers.
7. Ensure that all participants have a common understood language.
8. Arrange for all the supplies on the **List of Equipment and Materials** to be available at the venue

**2-Day Pre-Training Preparations:**

1. Sit with actors familiar with the cultural context of the response to contextualize the Training
2. Finalize equipment, stationary, and training materials

# Annex: List of Equipment and Materials

| **Equipment** | | |
|---|---|---|
| Item | Number | Notes |
| Projector & Screen | 1 | To project PowerPoints |
| Laptop & extension cord | 1 | Must be compatible with the projector; stays connected to run PowerPoint |
| Remote Control | 1 | Allows trainer to move freely while advancing PowerPoints |
| LCD Printer | 1 | At the venue for last-minute printing |
| Camera | 1 | For group photo |
| **Stationery** | | |
| Item | Number | Notes |
| Flip Chart Stand | 2 | |
| Flip Chart Paper | 8 Rolls | |
| Blank Name Badges | Per participant | If all participants are from the same Network, or otherwise have ID badges, name badges can be skipped |
| A4 White Paper | 1 Ream | For emergency printing |
| A4 Paper (high grade) | 1 Ream | For 30 certificates, plus extra |
| A4 Folders | Per participant | To collect Handouts |
| Large Post-its | 25 stacks | Enough to distribute around the tables, in different colors |
| Index Cards (7 cm X 12 cm) | 10-15 stacks | Enough to distribute around the tables |
| Markers | 10 | Various colors (black, red, blue, etc.) |
| Pens | 30 | Enough for participants, each trainer, plus extra |
| Masking Tape | 1 Roll | To hang flipcharts on the walls |
| Stapler and Staples | 1 Set | |
| Scissors | 1 | |

**Ideas for Starting a New Day or New Session**

- 3 lies about me: in small groups, each person thinks of three facts about themselves, one of which is untrue. The rest of the group have to guess which is the lie
- Bring something from home: (in plenary or groups) each person describes something from their home or home area that they would like to share with the others
- Circle introductions: participants stand in a circle (those with poor memory should start) each person says their name, and the names of the people before them, until the last person is calling out the names of the whole group
- Describe each other: the names of all participants are written on individual cards and placed in a hat. Participants take turns to take a card, then they describe the person named, while the others have to guess who it is
- Self-portrait: each participant draws a picture of themselves on A4 card or paper; the results are put into a hat then taken out one by one and participants guess who it is.
- Shaking hands: participants stand together in the centre of the room, quite close together. They each reach out their right hand and find someone to shake hands with. Still holding on with their right hand, they then reach out with their left and find a different person. Holding on with their left, they release their right hand and find someone new to shake hand with using their left hand. This process continues until everyone has shaken everyone else's hand (or the group gets in a complete tangle!).
- Telling story: in groups (or plenary), each person says one word or one sentence (building on the previous one), in order to tell a story

**Ideas for energisers and wake-up games**

- 1+1=2: using arms, make the sum 1 + 1 = 2 (individual arms, then crossed, then parallel, continue up to 8
- As and Bs: ask everyone to pick someone to be their 'A' person (or assassin, or lion) and someone to be their 'B' person (or friend, or shepherd), without telling anyone. On the word go, all participants have to move as close as they can to their 'B' person/friend/shepherd, whilst keeping away from their 'A' person/assassin/lion. After a while, ask them to switch over, so that their assassin becomes their friend, and vice versa, and play the game again.
- Bring me: in teams, participants race against each other to be the first to bring to the trainer whatever they call out (e.g. a black shoe; a pair of glasses; a red pen; a blade of grass etc. etc.). Teams may wish to select a 'runner' at the beginning.
- Counting to 50: sit or stand in a circle. Take turns to count to 50 out loud, one number each, but replace each 7 and multiple of 7 with a clap instead of speaking (7, 14, 17,21,27,28 etc.). If you make a mistake, start again.
- Cross the room on newspapers: participants split into equal teams, and line up in parallel, facing the rest of the room. Each person is given a sheet of newspaper to stand on, and the first person in each team is given an extra piece of newspaper. At the word 'go', the first person in each team puts the extra paper down in front of them and jumps onto it. The rest of the team move forward one by one, each moving onto the newspaper vacated by the person in front of them. The last person in the team then picks up their original piece of paper (now vacated) and passes it forward to the front of the team, where the team leader places it in front of them and moves forward again. The team that reaches the agreed 'finish line' on the other side of the room is the winner.
- Earthquake: ask participants to form groups of three. Two people from each group face each other and touch hands above their heads, making the roof and walls of the house. The third person stands between the other two (i.e. in the 'house'). When the trainer (or another participant, delegated to be the caller) calls out 'WALLS', the two walls separate and form another house around an inhabitant. The people in the houses do not move. When the trainer calls out 'PEOPLE', the people run inside another house, and the walls stay where they are. When the trainer calls out 'EARTHQUAKE' everyone changes places, and if they wish they can change from being a wall to a person, or vice versa. The caller then tries to fit in as a wall or person, leaving someone else as the caller.
- Form groups (use as an energiser while forming random groups for next exercise): ask participants to organise themselves as quickly as possible into groups or 3/4/5 people.
- Fruit salad: participants sit in a circle, with one participant left standing in the middle. The trainer goes round the circle assigning names of fruit in order (e.g. apples, oranges, mangoes, pineapples), until everyone has a fruit, including the person in the middle. The person in the middle calls out the name of a fruit and all the people with that name have to change places, while the middle person tries to take a seat. Participants cannot return to the seat they just left. The one left in the middle then calls out another fruit and the process is repeated. If 'fruit salad' is called out, everyone has to move. Other, topic-linked names can be used instead of fruit, for example species of livestock (cows, goats, chickens, camels etc.) with 'livestock' as the term for everyone to move.

- Mad chicken: stand in a circle and chant from 1 to 8 with the right arm thrusting up and out with each number. Repeat for the left arm, then right leg then left leg. Then repeat for a count of 4, then 2 then 1, each time getting faster and faster.
- Pass the banana: participants stand in a circle close together. One participant stands in the middle. A banana is passed from hand to hand behind participants' backs, while the person in the centre tries to guess where it is.
- Rank in line: ask participants to line up across the room according to a ranking criterion (e.g. age, length of service in their organisation, height). Depending on the criterion, they may be asked to do this without speaking (e.g. height).
- Songs from each country: participants share songs or dances from their own country.
- Spell coconut: stand in a circle and ask participants to spell the word 'coconut' with their bodies. Raise one arm over your head and the other towards the ground then bend over to the side for 'C'; raise both arms to touch over your head for 'O'; C again; 'O' again; bend down with arms out towards the floor for 'N'; raise both arms above your head for 'U'; stretch arms out to each side for 'T'.
- Spot the leader: one person is sent out of the room and the remainder stand in a circle and choose a 'leader'. The leader does various physical actions which the others have to copy (e.g. clapping, rubbing head, tapping etc.). When the absent person comes back in, they have to guess who is the leader by watching the participants, while the leader tries to change action without them seeing.
- Stand up if you...: using a prepared list of questions, ask participants to stand up quickly if what you say applies to them. The last one to stand is out, leaving a decreasing number of participants until only one is left. Example questions could be: stand up if you ….. wear glasses; have children; like chocolate; are wearing black; are left handed; are over 40 years old; have worked for less than one year with their organisation; arrived by plane etc. etc.
- Tangle game: participants stand together in the centre of the room. Each person holds out their hands and takes the hands of two others. Without letting go, the group has to untangle itself. Alternatively, one or two participants can be kept out of the tangle and asked to untangle them, either silently or using instructions.
- True or false: one end of the room is designated as 'true' the other as 'false'. The trainer calls out statements and participants move to the relevant end of the room, depending on whether they think it is true or false. Those who run to the incorrect side are out. For example: Kenya is the capital of Nairobi; today is Wednesday; there are x people in this room etc. This activity can also be used to review the previous session or day, by using relevant sentences from that day/session.
- Zip, zap, zop: participants stand in a circle and take turns to say 'zip', 'zap', 'zop' (one each) as fast as possible. Those who make a mistake or are too slow are out

**Ideas for daily recap and morning review**

The following techniques can be used for a brief recap of the previous day, to start a new day, or for a quick recall of key points learned before moving on to the next session.

- Balloons: participants write comments on a small piece of paper and put them into balloons. The balloons are blown up (and can be played with!) before bursting and the comments read out.
- Choose your corner: the four main topics or sessions covered that day (or the previous day) are listed, one each on a flip chart, and hung around the room, one in each corner. Participants are asked to go to the corner of the topic that most interested them. Groups then brainstorm the key things they have learned from that session/topic, and write them on the flip chart. Feedback can be briefly taken from each corner.
- Bus stop: like 'Choose your corner' only participants are split into four groups and allocated one of four topics. They spend two minutes there noting the key lessons, then each group moves on to the next 'bus stop' and does the same thing until all four corners have been visited, then brief feedback can be taken.
- Paper on the floor: participants write a key message or learning point onto coloured cards (one per card) and place them on the floor or on the wall. Each participant then picks up a card randomly and reads it out to the others.
- Quiz: prepare a short quiz of questions about the topics covered the day before. This can be done simply in plenary, with participants calling out the answers; or in table teams, writing the answers down then seeing who got the most correct; or other methods.
- Snowball fight: participants write a key message or idea onto A4 paper (one idea per paper); crumple up the papers and use them for a snowball fight for a while, then everyone unfolds and reads out one piece of paper.
- Tossing the ball: stand in a circle and throw a ball to one participant and ask them to share a lesson learned today or a key thought; they then throw the ball to someone else until everyone has spoken.
- What Happened Next? Participants are asked to construct the "story" of the previous day by each participant adding one line at a time. This continues with each additional participant adding another line until everyone has contributed and the previous day have been described. There are many variations to this game but it highlights the value of listening to others. Also, you may use this as an energizer at any moment of the workshop by allowing them to build a story while sitting in a circle (e.g., Bill woke up and stepped out into the snow …)
- Songs, Posters, And Poems: This technique offers an enjoyable and creative way of encouraging participants to synthesise their thoughts or develop key messages from a presentation or a previous exercise, or the previous day. It also provides a way of considering the potential for developing this kind of technique for advocacy or promotion work in general.
- Each small group is asked to develop key messages or summary points about one session from the previous day and then to develop these points into a song, a poster or a poem. It is important that the facilitator allows a realistic amount of time for the preparation of these communications and that enough time is allowed for the presentation of the finished pieces.

**Ideas for daily evaluations**

The following are suggestions for short evaluations, for example at the end of the day during a multi-day workshop, to enable the trainers to check progress and make adjustments as necessary, or for a qualitative review of the whole workshop. They should not replace a more formal evaluation (best written) where participants can comment in detail on the workshop.

- Act out: in groups, act out one thing that went well, one thing that could have gone better
- Balloons: participants write comments on a small piece of paper and put them into balloons. The balloons are blown up (and can be played with!) before bursting and the comments read out.
- Graffiti wall: a piece of flip chart can be left on the wall, with a pen nearby, so that participants can add comments or observations on the workshop. This technique can be extended so that several flip chart papers are spread out around the room with different questions, e.g. how could this workshop be improved? What did you like most today?  What is missing from this workshop? etc.)
- Moodmeter: using a piece of flip chart, draw a line with a happy face at one end and a sad face at the other end. Participants are given one sticker each and asked to place in on the line to reflect their mood (this can be done each day, with different coloured stickers, to chart the change of mood through the workshop). This method can be expanded so that more than one moodmeter is prepared, each one covering a key objective of the workshop.
- Stand to score: one end of the room is labelled 'good' or 'excellent' and the opposite end is labelled 'poor'. The trainer reads out key statements (e.g. the objectives of the day; or basic evaluation criteria – 'the content of the day was useful', 'the methodology of the day was helpful' etc.) one by one, and participants move to the place in the room that reflects how positive or negative they feel about that statement or objectives.
- Tossing the ball: stand in a circle and throw a ball to one participant and ask them to share a lesson learned today or a key thought; they then throw the ball to someone else until everyone has spoken.
- What went well: cards or papers of two colours are distributed, and participants note down what went well on one colour (one idea per card), and what could have been done better on the other colour. Cards are collected and can be read out if wished.
- Talking wall: The talking wall is a group exercise that provides opportunities for all participants to respond to open questions or statements from the facilitator, to evaluate a session, to record attitudes to a given topic, or to comment on a given aspect of the training session. The exercise is conducted in such a way that all comments are public for others to read and supplement in an interactive way. Several flip-chart sheets are prepared as posters by the facilitator in advance. Each poster contains an open statement printed at the top (e.g., "What I think is missing from this workshop is…"). The sheets are placed around the walls of the room where everyone can read them. Each participant is given a marker and invited to walk around the room adding appropriate comments to each sheet. Alternatively, each person may be given a supply of post-it stickers and a pencil and asked to write comments on separate stickers that are then posted on the most appropriate sheet. Everyone should be encouraged to read the comments written by others. This technique is thought-provoking and good fun to do for virtually all groups.

- Feedback rounds: Rounds provide a quick and simple method of gathering an instant reaction from all participants to the current state of the course or group. At a suitable point in the programme – usually at a natural break or between exercises or before moving on to a new topic – the facilitator announces that s/he would like to hear from all the participants how the course (or the most recent part of it) is going. The idea is to receive quick, impressionistic responses, not analytical or detailed answers.
- Clap, clap, <word>: Everyone stands in a circle and is given one minute to think of one word (only) that summarises how they feel as a result of the training session. Start a round by clapping hands twice and asking the first person to say their word; then clap twice and the next person says their word, and so on around the circle. Get a good rhythm going: Clap, clap, <word>, clap, clap, <word> … going right round the group. If time allows: Stop the clapping and ask each person, in turn, to explain briefly why they chose their word. End with another round of clap, clap <word> (repeating their chosen word).
- Continuum cards: These can be used to check participants' views of the workshop. The facilitator should write pairs of cards and set them out as a continuum on the floor with a few metres between the cards. Examples of pairs would be: very interesting ←→ very boring; very relevant ←→ not relevant. Participants are given a blank card and asked to vote (anonymously as far as the facilitators are concerned) by placing their card on the appropriate place on the continuum.
- SWOC Analysis: SWOC stands for Strengths, Weaknesses, Opportunities, and Constraints – these four headings provide a structured way of reviewing any situation or event. By way of example, if we consider the question "How do we apply our new learning?", this may generate the following questions. Strengths: What are we good at doing? What have we gained? Where are we confident? Weaknesses: Where are we vulnerable? What else do we need to do or learn? Opportunities: How will we now use what we have learned, gained, or done in the future? Can colleagues or counterparts benefit from what we have learned? Constraints: What might undermine this learning? What support is required to make sure our plans happen? This technique works best when participants work in small groups, each with a poster-sized version of the SWOC grid. They then complete each quadrant of the grid with their ideas. The finished versions can then be displayed, compared, and discussed.

| | |
|---|---|
| ***Strengths*** | ***Weaknesses*** |
| ***Opportunities*** | ***Constraints*** |

# Annex: Sample Work Plan

**The implementation of this work plan by *xxx* will be overseen by *xxx*, including periodic review (to be detailed).**

| Work Plan – (dates) | | |
|---|---|---|
| **Activities** | **Person/Group Responsible** | **Timeframe (by when)** |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Role play**

**Description**

A role play is an enactment of a situation which allows participants to explore different behaviour and emotions in a given set of circumstances. A key characteristic of this method is that people act out roles, and an assigned observer gives feedback after the role play.

Roles can be assigned or participants can create their own roles. In either case participants should understand that role plays are not about *acting* but simulating normal behaviour. Role play is useful for attitudes and skills training.

**Considerations**

- Give clear instructions
- Role play encourages empathy, imagination and observation in an environment and, as a result, can be a powerful learning tool
- Role play is economical and can be creative and fun
- Role play can be risky if it is not facilitated carefully, allow people privacy when carrying out the role play
- Role play is only useful if participants receive valid constructive feedback at the end of the role play. This can be given and discussed on an individual basis, with a plenary discussion about learning points to reinforce learning
- Role play can require considerable preparation and time to carry out
- Role plays should begin with a detailed briefing and provide an observation checklist for maximum results

**Tips!**

- Role play requires a sensitive briefing and debriefing process - don't forget to plan time for this when designing the session
- De-role role players before debriefing

## Case studies

### Description

Case studies describe a real or imagined scenario. Scenarios can be provided in narrative or image form, by the trainer or produced from the group. They provide an opportunity for groups to analyse and problem solve, applying theory to hypothetical practise.

Case studies can be used to develop understanding, skills and knowledge and can provide an invaluable relevant opportunity to reinforce learning.

### Considerations

- Allow sufficient time for groups to work through the case studies
- Time must be factored for group presentations
- Vary the ways groups report back but ensure that every group has an opportunity to present at least part of their work
- Case studies that relate directly to a real situation can be valuable for their realism but can stop participants learning as they bring their own lens of experience to the case study rather than approaching it direct. Political sensitivities can also be a problem
- Scenarios that are created can be useful to provide 'distance' for the participants but there can be a danger of oversimplifying issues

### Tips!

- Don't overload the scenario with too many details
- Ensure that the information in the case study is accurate and relevant to the learning points - if it is not, there is a danger of losing credibility

**Brainstorming**

**Description**

This is a useful technique for generating creative ideas, information and hopes and fears by encouraging participants' contributions in response to an idea, question or supposition. The results of brainstorms can be used in a variety of ways, ranging from ice breakers, idea creation, finding solutions, to assessing people's existing levels of attitudes, skills and knowledge.

It is important to clarify the use of the brainstorm for participants, so they know what to expect and can see the purpose of the exercise. The role of the trainer is that of *facilitator*, framing the exercise but only contributing ideas to spark the group.

All brainstorms should have a purpose, even if it is only a way of introducing a topic. Ideally brainstorms should be followed by an exercise that uses the information gathered in the brainstorm.

**Considerations**

- Define the topic/problem/issue as a statement or question
- Clarify whether it is a controlled brainstorm (you will censor contributions depending on their appropriateness) or uncontrolled (you will take any idea no matter how wild)
- Give people time to think (and write if necessary) on their own, or in a pair or group
- Summarise ideas/sentences into one word equivalents, check that any changes are approved by the person offering the contribution
- Use the results from the brainstorm as a basis for any ensuing activity so participants understand the point of doing the brainstorm

**Tips!**

- Set clear parameters before doing the exercise (controlled vs. uncontrolled)
- When doing an uncontrolled brainstorm do not to evaluate input as it is given

## Structured discussions

**Description**

Discussions are designed to initiate and focus debates or to emphasise key learning points. They can be conducted either in plenary or small groups, and should allow participants time to relate learning points to practise or vice versa.

Discussions in plenary need to be managed by the facilitator. However where discussions take place in small groups a facilitator should also be nominated to chair the discussion and ensure that tangents are not pursued too vigorously!

Structured discussions in small or plenary groups can be used to develop understanding. It is a useful technique for finding out how a group is responding to a contentious subject, or for covering all the angles on a particular topic. Discussions can be set up in different ways to achieve different aims, encouraging less talkative members of a group to talk, providing a competitive edge, targeting particular issues of a topic etc.

The facilitator generally initiates the discussions by asking pre-determined questions and only influences or controls the discussion to summarise points or if there is a need, such as a misunderstanding, rambling or irrelevant chit chat!

Some discussion regulator tools are:

- A pre-arranged system whereby people indicate that they want to speak, and wait their turn to be asked
- 'The conch system', whereby only the person holding the 'conch' (stick, ball etc.) can speak. They then pass the 'conch' to the next person to speak
- Taking turns to speak in order, (e.g. round the circle, numbering etc.)
- Using cards with topic headings to discuss more than one aspect of a subject

**Considerations**

- Do not be afraid to stop a discussion that is not productive or run with a discussion that occurs spontaneously
- Formulate the discussion questions before the session as they are not easy to formulate on the spot!
- Discussions are a flexible facilitation tool and can occur at any time in a session
- Discussions are an excellent way of stimulating interest and participation, gauging the feelings in the group and relating learning to practise
- Discussions can provide instant feedback for the trainer
- Discussions utilise the diversity in a group and can be challenging and thought provoking for individuals

**Tips!**

- Regularly summarise and draw out the key discussion points
- Be tough on people dominating the discussion

## Questions and answers

### Description

Facilitators can use questions in a planned way to elicit information, encourage thinking processes and to assess levels of knowledge and understanding. It can be a direct and immediate way of clarifying, gaining factual information, allowing participants to share their experience or knowledge and it is an excellent way of starting discussions

Although facilitators are often the one asking questions, and handling answers this should not always be the case. It can also be useful to throw questions from participants back to the group, and give the control to the group.

### Considerations

There are a range of types of questions that should be used as needed, as listed below.

- Open questions – allow learners flexibility in their answers and thus give the trainer a clearer idea whether a learner has understood a topic. These questions are often prefaced by who, what, why, how and when?
- Closed questions – will provide the trainer with yes, no short answers. These are useful if you need facts i.e. is this an aim? However they are not generally useful for checking more complex understanding or learning i.e. Do you understand?
- Reflective questions – to make people reflect on what is being said, through recapping or other
- Pick up questions – to return to a previous point/discussion. These can be useful at quiet moments, or to encourage participants to make links between subjects.
- Direct questions – these are normally directed at one individual with the purpose of inviting them to join in or wake up! Obviously these questions can be intimidating, although this may be the effect you desire, however they can also give someone the chance to shine when a trainer knows they will be able to answer.

Questions provide a direct and immediate way of clarifying and gaining factual information. When pre-planned, questions can be used to test understanding and levels of learning.

### Tips!

- Think of some key questions that will help you assess participants' understanding of the learning points before starting a training session

## Working with groups, pairs and individuals

**Individual work**

This method can be used independently or in combination with any of the methods explained below. Individual work is when participants work on their own, typically on short questions or self-tests which demand personal responses or reflection. The methods allows for:

- Individual input encouraging everyone to participate
- Individual time for quiet reflection
- Feelings or behaviour which they don't wish to reveal to others but which they do want to remember for themselves

**Round-the-table**

The benefits of round-the-table input and discussion are that it:

- Takes less time than group work
- Allows participants to contribute personal examples
- Ensures wider sharing of experiences
- Allows the facilitator to control the process and therefore the time

**How to do round-the-table:**

- Ask for responses around the table starting at one end and moving to the other in progression
- Ask for volunteers to respond
- Make it clear when the topic is sensitive that it is up to them to choose the issues that they want to disclose
- Acknowledge everyone's contribution, either by the raising of hands or a simple nodding of agreement. Sometimes when common responses are anticipated or occur, it may not be necessary to get a response from everyone. However, it is important to acknowledge responses. - People will soon lose interest in activities if they feel their efforts are going unrecognised or un-rewarded.

## Pair work

Participants work with their immediate partner, working logically from one side of the table. (A group of 3 may be necessary depending on numbers). Benefits of pair work are:

- People feel less vulnerable discussing in pairs than in plenary session
- It helps to build up trust and understanding before organising group work
- Helps individuals to gain confidence

**How to do pair work**

- Ask people to "talk to their neighbour" or group participants in two's or threes.
- Invite the groups to share their ideas, views and opinions on a specific topic
- Circulate around the groups.

## Snowballing

Snowballing is simply a term that means that the discussion gets bigger as you involve more people (in the same way as a snowball gets bigger when it is rolled in snow). The benefits of using the snowballing technique are that it:

- Demands everyone's participation
- Allows everyone to contribute
- Generates ideas because of the sharing of ideas in the paired and/ group discussion
- It focuses responses because of the peer monitoring

**How to do snowballing**

- Pose a question and allow participants to consider the question individually.
- Have participants discuss the same question and their individual responses with a partner.
- Ask pairs to join and consolidate and present their responses as a group.
- You may or may not need a plenary discussion to allow for a full group summary
- Give very clear instructions about what is expected as outcome
- Give very clear time limits and stick to them

## Buzz Groups

Buzz groups differ from syndicate group work in that they meet for a short time - about 5 minutes. The entire group is divided into small groups of 3 or 4 people who talk quickly about a topic. There is then a buzz of discussion around the room. If you plan to use buzz groups frequently, arrange the seating so that it facilitates this. Benefits of buzz groups are:

- Results are quick
- Short discussion on a topic energises people
- They can be used spontaneously

**How to conduct buzz groups:**

- Plan carefully the exact question or topic you want them to discuss
- Give precise details of what you expect from their discussion
- Limit responses to no more than 3
- Stick to time limits
- Get responses from all groups

## Small groups

Experienced participants can often be allowed to form their own work groups. However, guard against homogeneous groups where more mixed groups are desirable. Simply 'count off' the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. Considerations for small group work:

- Number the groups and allocate them a working space. This may be in the same room, but in the case of lengthier, more complex tasks it is advisable to have groups work in separate rooms if they are available
- In general it is preferable to re-assign groups to allow participants to work with different people, especially in a 3 to 5 day workshop; although, you will want to keep the same group working through several related tasks.
- The optimum number for group work is 5 or 6. The minimum is 4 (3's can work if you have no alternative, but people feel more exposed and less of "a group.")
- The maximum is probably 8. Beyond 8, it becomes difficult for everyone to contribute effectively and timing becomes a problem.
- When language is an issue, more time may have to be allowed for tasks and the ensuing discussions to be translated - often into and from more than one language.
- Even where this is the case, it is important to allow and encourage everyone to contribute. Encourage everyone to contribute to the discussions
- Insist that everyone takes on the roles of reporter and presenter. It is important for you to enforce this at the beginning as some groups will appoint the most outspoken person or most skilled in the working language as the presenter and this can result in only their opinion being expressed

- Control the dominance of one group over another.

**Practical considerations**

Most group work involves presentations using flipcharts to present the key points. Flipchart paper as well as large felt-tip marker pens must be available to all work groups. Flipcharts must be available in the main training room for the work-group presentations as well as short presentations by the facilitator or invited speakers. It can be useful to display the results of group work presentations as they allow participants to view them at a later time and also allow the facilitator to tie in points throughout the seminar. Use masking tape or 'blue tack'. The quality of a presentation can be improved by its readability. Instruct groups to produce large legible text. Perhaps the best way of doing this is by creating a flipchart with some basic hints.

**<u>How to do group work</u>**

- Give clear instructions about the makeup of the groups
- Clearly allocate groups a work space and materials
- Give clear instructions to the group about the task
- Prepare a handout if different groups will work on different tasks
- Use a flip-chart or board if the groups work on the same task
- Include clear instructions about recording and reporting
- Insist that all participants are responsible for each role at some time
- Set clear time limits
- Assign a time keeper
- Give instructions about the readability of the flipcharts

## Annex: Training Final Evaluation

# 3-Day Training on Quality and Accountability for Project Cycle Management

## Final Evaluation

***[Insert location and date]***

**Your name:** ______________________________________________ **(optional)**

**1. Training objectives and relevance**

| 1.1 Do you think the following objectives of the training have been met? | Not met | Partly met | Mostly met | Fully met |
|---|---|---|---|---|
| *Identify key initiatives and tools contributing to Q&A* | | | | |
| *Outline opportunities, challenges and resources in implementing Q&A throughout the PCM* | | | | |
| *Use existing standards and tools in an appropriate manner in their specific local context (environment, audience, etc.)* | | | | |
| *Design and plan collective approaches to Quality and Accountability* | | | | |

1.2 Was the training relevant for your work? Yes / No
Why?

**2. Training design**

2.1 What did you like about the overall design and structure of the training?

2.2 How do you think the design and structure of the training course can be improved?

**3. Presentation**

| 3.1 The presentation and facilitation of the training was: | Poor | | Adequate | | Good | | Very good | |
|---|---|---|---|---|---|---|---|---|

What are your comments on [insert name of first trainer]:

What are your comments on [insert name of second trainer]:

3.2 Do you have any suggestions for alternative ways of facilitating the training?

**4. Content**

4.1 Which session or topic did you find most useful, and why?

4.2 Which session or topic did you find least useful, and why?

4.3 Was there anything not included in the workshop that needs to be? If so, what is it?

**5. Satisfaction**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5.1 Overall, how would you rate this training? | Poor | ☐ | Adequate | ☐ | Good | ☐ | Very good | ☐ |

5.2 Any further comments

5.3 Tell us in one word how you would describe this training:

**Thank you very much for completing this evaluation form!**

**If you have any further comments or feedback on the training, please email *xxx***

# Annex: Reporting Format for a 3-day Training

| | |
|---|---|
| **Dates of Training** | |
| **Venue and location** | |
| **Commissioning body/Person** | |
| **Name and email of commissioning body/Contact person** | |
| **Agenda** | Please attach |
| **Participants' list** | Please attach |
| **Names and organisations of trainers** | |
| **Comments/feedback from the trainers on the Training Package** | |
| **Please share any lessons learned, notable case studies (anonymised), challenges and solutions that arose from your training** | |
| **Training report** | Please attach if a detailed report is available |
| **Work Plan** | Please attach |
| **Participants' final evaluation of the training - Consolidated** | Please attach |

# Certificate of Attendance

This is to certify that

_______________________________________________

has attended this Training:

# 3-day Training on Quality and Accountability for Project Cycle Management

*(Location), (Date)*

Signed:

xxx
Lead Trainer

Signed:

xxx
Co-Trainer