How to Run a Workshop

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In writing this manual we have drawn on “Teaching for Better Learning” by F. Abbatt, and “How to Build a Good Small NGO” by F. Alin et al, both downloadable from **www.networklearning.org**. We have also drawn on the “Educational Handbook for Health Personnel”. by J-J. Guilbert (links to this WHO publication are on the last page).

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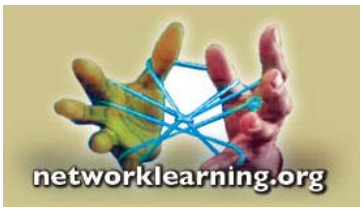

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Part One: Planning the Workshop Content

1.1 Introduction

So you have decided to organise a workshop. This manual hopes to guide you through the decision-making and action. First, you need to think about the kind of workshop you want – and what you can afford. Sometimes this is best done by two or three people who brainstorm their ideas, collecting them on a flip chart.

1.2 What is a workshop?

Workshops are occasions when people with a problem in common come together to pool experience and find answers. The emphasis is on 'work'. A 'shop' is a place for exchanging items for something of similar worth. So a workshop depends on the exchange of ideas between all participants who, collectively, may have far more experience in the subject than the facilitator.

To enable participants to work seriously they may need to be away from their normal setting. Successful workshops have an end product that has been shaped by the participants during their time together. In these ways workshops differ from seminars or conferences. In a seminar or conference there are teachers and an audience; a few people do most of the talking. The others mostly listen and learn.

1.3 The workshop and the job

Most workshops are designed to help workers do their job better. If you want this to happen, start by noting how you want them to do their job afterwards. For example:
"After the workshop, the NGO staff will be more effective in helping the elderly; they will be able to help them make choices adapted to them as individuals"

1.4 Examples of problems that could be solved in a workshop

Here is the first: A project has a problem – not enough people are actually using the service that has been offered by an NGO. The workshop allows project people to come together and take the problem apart, identify what is really happening and adapt the service to make it more acceptable. The end product would be a **Revised Activity Plan**. This is an example of a **problem/project analysis** workshop.

Another problem: HIV/AIDS is spreading in a project district and the health workers of all ranks do not feel that they know how to talk to the high-risk young people. As a start they want to acquire skills; they want to give good one-to-one health education to adolescents. The end workshop product is that participants **become more competent.**

Another problem: in the project villages, every couple of months a pregnant woman is at high risk. She needs to be brought near the hospital before or during labour, to the place where she can deliver her baby safely. A lack of transport and accommodation means that many of these high-risk mothers and babies die. The village elders see this situation as normal – not a problem for which they have responsibility. A workshop might bring village elders together; one end product would be **a plan to tackle the problem.**

And another: You are starting a project to deliver water and sanitation (known as Watsan), and hygiene education with community involvement to ten villages. The five Watsan

engineers are responsible for the physical works. The three community development experts are responsible for hygiene education. They will also build the community structures that will ensure the project is sustainable. But the two groups of experts have no respect for each other's jobs, and talk different technical languages. A workshop could help the two groups **come together to work out a plan** by **acquiring skills to communicate better** and **starting team building.**

These examples illustrate the kind of issues that can be helped by workshops.

So participants in a workshop can
- **analyse a problem or project**
- **make a plan of action**
- **learn a new skill**
- **acquire the competencies that lead to changes in attitudes**
- **be built into teams**

1.5 Aims & Objectives

This list of what the workshop participants should be able to do is a list of the workshop objectives. Each is discussed below in greater detail. But it is worth noting that objectives should be measurable – perhaps behaviour that indicates a change in attitude, the acquisition of skills or the making of a feasible plan. The effect of the workshop can be measurable so it can be evaluated.

It is important that, early on, you also have a clear idea of the Aims that correspond to the Objectives of your workshop. Objectives are concerned with achievements by the end of the workshop or soon after. They should definitely be measurable. And here is an example of aims from a workshop on Emergency Preparedness:

AIMS
1. To improve awareness in the local community of the need for planning for emergency preparedness (EP); and
2. To develop emergency preparedness by key stakeholders in the context of national planning.

OBJECTIVES
By the end of the workshop, stakeholders should be able to:
1. form an EP committee;
2. explain EP concepts to community members in the light of national emergencies; and
3. devise an action plan within a framework that ensures its development and sustainability.

Remember that the type of objectives of a workshop should affect its shape and the methods you will use.

Aims & Objectives for the Water and Sanitation (Watsan) Workshop:

You remember that a three-year Watsan project is starting to deliver water, sanitation, and hygiene education with community involvement to ten villages. Staff has been seconded to the project. The five Watsan engineers (male) are from the Ministry of Rural Development and are responsible for the physical works; the three community development workers (female) are from the Ministry of Rural Development with the job of creating structures to

enable the project to be sustainable and will also be responsible for hygiene education. The two groups of technicians have prejudices about each other's jobs. They talk different technical languages. They all spoke the national language as children but now the Engineers speak English with each other, the Community Development Workers are happier in the national language but can join in discussions in English.

The Project Manager proposes a workshop with a clear **Aim.** This is to build a functional team with a mutual vision of the project.

Its **Objectives** are as follows:
By the end of the workshop, both groups will be able to

- together design the evaluation tools for the project
- work as team members with each other
- explain the project in the same way
- use communication skills that suggest improved attitudes towards each other

Making Objectives Specific:

Why Specific Objectives are important: The workshops discussed in this manual are for people who have important jobs – this includes people like engineers or village elders. Any activity organised with them should help them do their job better. Sometimes a workshop has only vague objectives; there is no guarantee that at the end the participants are able to work better. This is frustrating for everybody. So write objectives linked to ways of doing the job better.

It is helpful to set out the objectives in the following way:
"By the end of the workshop, the two types of experts will be able to…

1. Explain the jobs of the other group; a checklist will be provided by the Project Manager to ensure this is done to an acceptable level.
2. Explain why that job is necessary to a Watsan project; a checklist will be provided by the Project Manager to ensure this is done to an acceptable level.
3. Write checklists to evaluate different aspects of a Watsan project:
   a) One for each project village that describes the technical aspects of the water point and latrines; the community structures that support the project – with attention to gender and the collection and use of money for Operation and Maintenance (O&M).
   b) One for the household level that covers good use of water – the hygiene of water handling from pump to mouth; the use of water to increase personal hygiene, grow vegetables etc.
4. Fill in all parts of the checklists, not just the parts relevant to their own speciality

All these objectives are observable and measurable.
All these objectives are relevant.
All these objectives are do-able, each containing an active verb.

1.6 The Shape of the Workshop

The shape of the workshop will depend on several factors – the objective(s), the time that can be spared, geographical location of participants, and the budget. You may need to do some hard thinking before finding the best shape. Consider the following:

Often a workshop is concerned with participants learning new skills that need practice. Or participants may be designing a plan that needs more information. One approach is to split the workshop into two. Plan a few days at the beginning to practice the new skills or decide on the information to be searched for. Then plan a period in the field or at the workplaces of the participants. After that, bring the participants back together to share experiences and problem-solve. Other approaches include a field visit in the middle or during the last few days of the workshop.

For reasons of cost or demands on the time of participants, a workshop may have to be shortened. Many prefer a workshop at the end of the week even if it runs partly into a weekend. A two-day workshop can be spread over three days with many advantages:

- The first morning is spent in travel;
- Starting with lunch allows for renewal or formation of relationships;
- Latecomers miss lunch but not the workshop!
- The first post-lunch malaise is dissipated by the excitement of a new situation;
- Two overnight periods become available for homework/preparation;
- The workshop finishes at midday on the third day, and those who must leave early miss dinner and not the final and important workshop session!

The shape of the workshop includes a period of evaluation. As participants are expected to learn new skills, then facilitators would want to follow them up. They might observe them in their work, using that skill. If a month or two had gone by since the workshop, then the evaluation would be more reliable. All these possibilities do affect the budget.

1.7 Running workshops of different lengths

The kinds of workshops discussed in this manual are one or two weeks long and residential. They require some funding from somewhere. If your NGO has no money you can still use the ideas and methods of a workshop. You could block three workdays, switching the phone to the answering machine and putting a “Sorry – Closed” notice on the door. Then you have time to hold a workshop on any subject that can be tackled in three days.

1.8 Ensuring that the workshop uses the skills of everyone – all minorities and genders.

Perhaps the culture makes it unlikely that women or a minority would be invited. Perhaps they are invited but have difficulty expressing opinions. Or their opinions would not be considered seriously. Even so, your workshop could be addressing an issue of concern to them. For, example, a country had a series of workshops to make a Ten-Year Plan for National Family Planning. Clearly, women should have been involved to ensure a good plan but were not.

So you may need to take steps to ensure that the people who are needed in fact come. This may create more work. There may be problems finding separate accommodation or paying for interpreters. But you can accept all that before you start. This is what you could do:

- Ensure that beneficiaries, women and minorities are selected as participants;
- Discuss with them how their views can be heard. They might want time allocated to ensure they could speak in discussions. Or they might want a good-hearted majority /male person to speak for them. They might want to rehearse any presentation with you

to ensure it is of good quality. They might need interpreters for each group in which they are present etc. etc.

- You can have a group – or several – working in a language different from the official workshop language. In some workshops, all levels of project staff are present. The official language may be English. The peripheral workers can often follow English but do not speak it fluently. So they work in their own group in their own language. The one whose English is best is the presenter in the plenary sessions.
- Ensure that the women or minority participants join in the socialising in the evening. You want them to become known to the others as individuals. So the socialising should not offend the codes of behaviour in that culture.

1.9 Choosing the activities and exercises that fit the objectives of your particular workshop

1.9.1 Activities and exercises for analysing a problem:

a) Matrices on paper

This approach can be used to structure different kinds of discussion. Participants can work in groups; each group has a section of wall covered with paper. Group members have cards, felt pens or crayons, sticky tape. The agenda is set by the facilitator who puts up the titles of the columns etc. Cards can be moved; pens can be used to link different factors.

The matrix below shows a discussion in progress. The NGO suspects that their activities are not leading to the planned results. The four titles below were put up by the facilitator. Then the different groups started listing activities and results. They then started to find reasons for the results. A lot of argument was generated and led to different suggestions for ways of putting things right.

Planned activities	Results	Reasons	Action
Build housing for poorest **Build 126 family houses**	**Only 80 houses built** **30% of occupants previously had brick houses – not the poorest** **73% of occupants from one ethnic group – not the poorest**	**Corruption?** ***NO! NO!*** **Poor assessment of financial situation of applicants** **Too many houses planned- no capacity left for assessing applicants**	**Adjust next round of planning and allocations**

b) Brainstorming

Brainstorming means that everyone can throw ideas into the pot and each idea is considered seriously. Some may be crazy, but occasionally the crazy ideas are the ones that lead to a new approach. When the ideas are gathered in, the facilitator has to sort out them out. One way is for the ideas to be written on cards and, during discussions with the

participants, the cards are sorted – a group for further discussion, a group of ideas that are not for now. The cards can be pinned to the wall or a board and their position changed as the discussion continues. Their priority can be negotiated.

However it is important that *everyone* can put his or her ideas forward. The group is first given ten minutes of quiet; in that time, everyone can think of ideas and write them down; everyone, fast thinkers and slow thinkers, will have something to contribute.

c) SWOT exercises – Strengths, Opportunities, Weaknesses, and Threats.
This exercise enables groups to analyse problems and find solutions in different areas. For example, an NGO held a **Sustainability SWOT** workshop; the aim was to identify the issues that could make its future either more secure or, instead, threatened in some way. The issues might have been internal (organisational issues) or external (environmental issues). The purpose of doing a SWOT was twofold; firstly it enabled the NGO to see clearly its strengths and weaknesses etc. Secondly the NGO could then start working with these issues, establishing the relationship between them, selecting the ones which were priority and transforming them into policy issues or Things-to-be-Done.

The Steps to take for this kind of SWOT:

- The NGO found a workshop leader, in this case from outside, who had a good analytical mind and could run the workshop well.
- A block of three days was allocated for the whole examination of sustainability. Of these days, the first half-day was given over to the SWOT exercise. The meaning of Strengths, Weaknesses, Opportunities and Threats were explained and agreed. Participants were asked to identify issues that fitted into these categories. An issue might fit into two categories. For example, if an NGO only had one generous donor, this could be both a strength and a weakness; however for the purpose of the SWOT exercise it could only be discussed in one category – and in the context of sustainability it was a weakness.
  - Both issues internal to the NGO and those that were external needed to be identified. For example, if a major donor cut back on contributions this was a serious external threat. If the NGO spent too much on administration this was an internal threat.
- During the rest of the time there were discussions and brain-storming to find the policy issues and Things-to-be-Done
- A fundamental concept in organisations was explained to the participants. It is this: An organisation is like a plant; there is a part of it that is above ground – stem, leaves, fruit. These are the organisational aspects that an outsider can see – the projects, the administration, the capacity building. But there is also the part below the ground, the roots, or institutional aspects of the organisation. This part is strong if the NGO is serious about its purpose, has strong objectives and convictions. If the boss and staff have lost their vision, the roots are weak but it may still be possible to rescue the NGO. If the roots have been eaten by pests, no matter how well the office is run, the NGO will die.
- The three-day exercise went well for this NGO and the steps taken ensured good functioning for the next few years.

1.9.2 Activities and exercises for making a plan of action

You could decide to have an intensive workshop with the NGO staff and Committee members who include beneficiaries. You want to make a plan of action that is based on the reality of your NGO and beneficiary group, with contributions from everyone involved.

a) The basic approach

Suppose, for example, that you are a Housing NGO. You want to start with a nearby slum with no facilities and unacceptable housing. You have already analysed the problems facing the beneficiary group. You also know roughly how much money you will have. To move from analysis of the problems to a clear plan of action will mean that the workshop has to:

- Find objectives for each problem ("build 76 low-cost houses of good standard by 2007") – objectives that are relevant, feasible and measurable;
- Break each objective down into the steps that have to be taken – who does what, when and to what standard. With a building project, managing supplies is a key part – sourcing, transporting and making them available on time;
- Consider possible obstacles and think of ways round them (there are not going to be houses for everyone; there are community committees, some helpful, some corrupt – the proposed tenants may not be the most needy);
- Start to schedule activities (which in the example here would include the selection and contributions of the future tenants)
- Look at the resources available and the resources that will be needed.

b) EXAMPLE: A Plan of Action for Fundraising

A Human Rights NGO held a three-day workshop on fundraising.

Step one: the fundraising of the last three years was analysed through a series of questions – were the funds raised sufficient? Were funds raised both locally and externally and who was involved? And so on.

Step Two: the critical planning objectives were identified. These were:

1. Establish a Fundraising Committee (FRC);
2. Work out the capacity development of the committee;
3. Assign tasks and responsibilities to committee and staff members;
4. Identify lessons learned from the past years' fund-raising in the NGO;
5. Develop fund-raising policy and regulations;
6. Make annual/bi-annual project planning;
7. Keep in mind both organisational costs and project costs during the fundraising process.

For each of these objectives a critical plan was worked out. Here is one for objective 2: **"Work out the capacity development of the Committee":**

Steps	Action by	Situation on 01-06-'00	Situation on 01-12-'00	Situation on 01-12-'01
1. Identify areas of capacity deficiency	All in the Committee			
2. Work out how to address problems for each member	All in the Committee			

3. Monitor the attendance of each member during training	**Dir.**			
4. Monitor the application of the newly acquired skills by each member	**All in the Committee**			
5. Decide on who in the Nat. Office will be the Contact Person for the Dist. Offices concerning FR issues and questions	**All in the Committee**			

Comments:
……
……

1.9.3 Activities and exercises to learn skills

The most important part in learning a new skill is **practising**. To organise this in a workshop takes time. You must make sure that participants have as many opportunities for practice as possible. For people to learn new skills, they need to practice in situations as near as possible to reality. Though simulations can be helpful, especially if practice in the field is not available. The skills needed can be manual skills, communication skills and/or decision-making skills.

a) A Workshop for communicating well on preventing the spread of HIV/AIDS:
In section 1.4. problems were listed that might be helped by a workshop. One was the following: HIV/AIDS is spreading in the project district. The health workers of all ranks do not feel that they know how to talk to high-risk young people. As a start they want to acquire the skill of giving good one-to-one health education to adolescents.

First Step: the group analyses the skill to be learnt and makes a checklist with which they can judge their performance. The checklist looks like this:

b) CHECKLIST:

Did the worker…	Yes	A bit	No
• Greet the client politely			
• Put the client at ease			
• Use appropriate language			
• Etc.			
• Etc.			

Continue breaking the task down into the steps you wish to see taken. This is often easier to do with a **role-play.** Some of the participants write the story of the girl. Perhaps:
"My name is Cidi and I am 15. I live with my grandma in the poor neighbourhood near the tanneries. My granny wants me to do well at school but often I do not go. My boyfriend is 18 and deals in this and that. We have had sex a few times. It makes him happy but I don't like it much. We are not using contraception. My boyfriend would never use a condom and

no doctor will give me the pill at my age. But there are women who do abortions if I get into trouble"

Do the role-play. One participant acts the part of Cidi while another health worker plays the health worker. The rest of the group notices what works well and what does not. Afterwards they can put what works or what should be done into the checklist.

Other points about this role-play:
- An exercise that takes role-plays further through role reversal is in Section 1.9.4 on page 14.
- Write the checklist so that every "yes" tick is positive, each "no" tick a negative. Then at the end the balance of good and bad can be seen at a glance.
- The facilitator may feel that the health worker shows inappropriate attitudes, perhaps being moralistic, patronising or whatever. One good way of challenging this is for the facilitator to take the role of health educator in this role-play, and in front of the group exaggerate these poor attitudes. After discussion a line could be added to the checklist – perhaps "Did the Health Educator show the right attitudes to the client?" There are more details on role-plays below.

c) Practising skills to a set standard:
The checklist ensures that people know the standard they have to achieve. The standard could be that: "by the end of the workshop each participant will score a "yes" tick on most of the items on the check-list" – perhaps eight out of eleven or whatever you decide.

d) Practice through role-plays:
Assume you have 21 health workers in the workshop. You decide that each worker should do at least three role-plays monitored by a checklist, and more if she does not do well at first. So you split the group into threes – seven groups. Within each group, one person plays an adolescent with the assigned story. One gives the health education, and one fills in the checklist. You need to have agreed on how many ticks on the checklist means "good enough". The three then discuss the role-play. This could take about half an hour. So it will take one hour and a half for everyone to have one practice. You need to assign at least four and a half hours of workshop time to practice the role-play three times each. People could change the group they work with after each practice. You can add different stories for people to play. Later you will need even more time for people whose performance, measured by the checklist, was not good enough.

e) Practice with real people:
Where might you find adolescents who could help you to practice? You need to be careful in case people think you are corrupting innocent young girls. Schools are probably not a good idea. But you could try
- local youth clubs – with permission from the people who run them;
- working girls including sex workers in local bars. You may need to offer a coke in return for co-operation.

If every health worker practices by talking on the subject to two real people, then they will be nearer to having the skills they want.

f) Manual, communication or decision-making skills:
The example given here – talking to a teenager about HIV/AIDS – involves communication and some decision-making.

But you may need to hold a workshop just to develop decision-making skills.

g) Workshops on decision-making skills:
Perhaps in your culture there are groups of workers who have never been encouraged to make decisions. But now, given their job description, they have to. To help them learn you may have to spend a lot of time in preparation, doing the following:

- *You would write a lot of small case studies. For example "You (female aged 25) have been assigned to a village to help start income generation projects among the poorest. But the village chief does not take you seriously and blocks your contact with the beneficiary group. What could you do?"*

- *You would have participants in groups discussing their decisions. You would ensure an atmosphere in which people can make bad decisions – without getting into trouble or being laughed at.*

- *You would provide a lot of encouragement that should be followed up by the Supervisors of the workers.*

h) Workshops that include manual skills:
The need to practice is particularly important for manual skills. Imagine you are running a workshop for Village Pump Attendants. They should learn to do simple repairs to the pumps, for example replacing worn washers and seals. So you need real pumps to practice on. Can you borrow some from the Government Depot? You need a checklist that ensures that the jobs are done well. You might decide that each Attendant should replace a washer at least three times and to a good standard. So you need a schedule to ensure that this happens. And you will want the same for each simple repair.

1.9.4 Changing behaviour based on unhelpful attitudes

Negative behaviour based on poor attitudes can be deeply rooted. Behaviour is not always easy to change but it can be done. And it is what is important. If a government official behaves with respect even to the poorest client, that is fine. What is happening in his head, in one sense, does not matter.
Read section 1.4 with its examples of workshop topics. In these, the people whose behaviour is currently unhelpful include:
- health workers faced with sexually active teenagers;
- village elders responding to pregnant women;
- Watsan engineers working with local Community Development workers and vice versa.

a) Change through an improvement in communication skills:
A workshop is not likely to be successful if it is direct and only about negative behaviour: "You are here, you Blue people, because you show the wrong behaviour around the Green people and we are going to change all that". Behaviours change while people discuss or plan something else. So the reason for the workshop and the main activities need to be technical. **Analyse the undesired behaviour carefully**.

For example, you might be looking at the Watsan and Community Development people who have to work together in the water project. They are treating each other with disrespect. As you talk to the two groups you learn that the Watsan people are seen as highly technical – as people who ignore the reality of poor people and are impatient and poor at communication. Then the Community Development people are seen by their Watsan colleagues as dreamers – as having plenty of ideas but no practical skills; as people who talk endlessly and are concerned with the process of development and not with the product. The Watsan engineers are male and have higher status. The Community Development workers are female.

The two groups have, most likely, distorted views of each other. These are views that limit their ability to be good professionals. But some of these characteristics may be true. Again this limits their ability to be good professionals. The skill that will be most helpful is better communication – between the two groups, between the groups and their bosses and between the professionals and the public they serve. So you want a workshop designed to help participants put better communication into practice.

b) How do you measure changes in desired behaviour?
Start by writing down what you have observed and then what you want to happen:
"A Watsan engineer, when talking to a Community worker, uses big words but does not check that they are understood. He does not look directly at her. He interrupts her and does most of the talking. By the end of the workshop they should be discussing issues as equals, both talking, both understanding each other". There will be other points for change. During the workshop you would keep notes on how well the attitude change is progressing.

A more structured approach is to translate the points listed above into a questionnaire using scales: from 1-2-3-4- to 5

OBSERVATION				
date	**Person**		**With…**	
Level of language **Simple – 1.**	**2**	**Middling** **3**	**4**	**Too technical** **5**
Eye contact **Good 1.**	**2**	**Some**	**4**	**None** **5**
Talk **Balanced -1**	**2.**	**Mainly by x** **3**	**4**	**Very one-sided** **5**

Etc.
Etc…

The scales are filled in before the workshop starts, and then repeated as it progresses. It is hoped that scores become lower.

c) Techniques for change:

With the Watsan Engineers and Community Development workers, the Project Manager can be the best Facilitator and agent of change. S/he can set an example hourly by treating both groups with respect and expecting the same from participants. Specific actions could include:

- insisting on workshop language(s) that handicap nobody;
- Arranging a presentation from a community worker to establish how vital their work is for the sustainability of any project.
- Pairing male engineers and female community workers. Telling the group that s/he expects each to learn from the other and to look out for the needs of each other, etc;
- Ensuring that the field work is done in pairs, is as pleasant as possible and gives both sides a chance to show skills;
- If, in group discussions, the engineers take over, then insisting on the "no-one speaks twice until everyone has spoken once" rule;
- If necessary, talking separately with the engineers (or individual engineers) about what is expected from them as professionals;
- ensure that both groups get accurate information, perhaps from an expert like an outside, experienced project manager. You might want each group to know the content of the other's training. You might want presentations from each group on projects they have completed –showing that they practice communication, good planning etc.

Other strategies for all:

- **Use respect-worthy people to present information**. For the village elders these could be priests or imams; for professionals, they could be doctors, engineers or successful project leaders.

¥ **Provide direct experience.** If the health workers in the HIV workshop have the chance to hear the life stories of teenagers in trouble they will probably become more sympathetic

¥ **Provide opportunities for discussion.** In argument and discussion people meet other points of view and have to justify their own. One structured form of discussion is **Snowballing.** This is a specific exercise for a group that have mixed attitudes. For example, among the health workers, some feel strongly that teenagers should have access to contraception, even if they are not married. The others feel it is morally wrong. The group splits into pairs of people with opposing viewpoints. The pairs talk and then each person has to present the argument of their opponent. They can do this in groups of four that repeats the same process. A pair from the group of four then present the argument that they do not agree with. They present it to a plenary. Take care –this exercise can become too long and dull.

- **Role-playing, role reversal exercises.** Think of the Watsan people who have to work with the Community Development people. In one kind of role-reversal play, the players act out the role of the other group. For example a Watsan person would play a Community Development worker and vice-versa. This play could be set in a village

where the two workers come to sort out a plan with the village elders. Each worker exaggerates all the clichéd behaviour seen as typical of the other.

Sometimes the workshop is addressing a different problem. The people delivering a service look down on the group they should be serving. Again, a role-play can be acted out. An outsider plays a service deliverer, exaggerating all the snobby speech and nasty behaviour; someone else plays the confused and humiliated service user.

These kinds of role-plays challenge people's prejudiced attitudes, make them laugh and, if followed up, can start to chip away at the prejudice.

- **Who does the role-plays?** In some cultures it is difficult for juniors to make fools of themselves, as they see it, in front of seniors. In other cultures people have problems separating the role from themselves. If they play a poor worker, they feel they are being seen as a poor worker. Where these attitudes exist, it is better if the "bad people" roles are played by facilitators or other staff.

  In straightforward role-plays aimed at improving skills, these issues are not there –everyone is doing their best.

¥ **Enable prejudiced people to get to know individuals from the other group**. A workshop can ensure that at mealtimes and in the evenings the two groups socialise and build up the beginning of friendship.

¥ **Build behaviour into career chances.** This point goes beyond the scope of a workshop. Behaviour is where we can see attitudes expressed. But a health worker who despises her clients can still behave as if she respects them. And after some time of treating them with respect she may start to feel the respect for real. So encouraging the right behaviour on the job is worthwhile and some organisations build it in to career structures. A worker can only get promotion if they have consistently demonstrated respect for clients.

1.9.5 Activities and exercises to build teams

You want to bring two groups close to each other, or turn a bunch of individuals into a team. Then it is important that everyone has some competence in their job – most people have. It is difficult to build trust if most team members do not know what they are doing. In that case, retraining in job skills would have priority, not teambuilding.

Activities that help build teams: Many of these activities are suggested as useful for other purposes as well so this section overlaps with others.

a) Problem solving; making a plan of action: if everyone works together either in the workshop or in the field, then people learn the expertise and competence of each other. The team starts to come together.

b) Sharing experience can do the same; allow group members to present case studies with which they were involved. Make sure that each makes a good presentation by getting them to spend time preparing and rehearsing.

c) Sharing spare time in the evenings so that different group members learn to know each other better.

1.10 Visual Aids

A deal of learning is helped by visual aids – slides, overhead projectors, sheets of paper. The choice of media for your workshop depends on several factors. You want all the participants to feel easy with the medium. You want everyone to make new visuals as part of the work – perhaps with pen and paper. You do not want to have problems if the electricity fails – and it is likely to fail in many areas away from the capital city. You would probably work most efficiently by choosing the following media in the classrooms – blackboards, whiteboards, big sheets of paper. If slide or film projectors are available, you could have them in place for evening sessions; participants could present their own projects and you show optional films or slide presentations.

1.11 Field Work

These are great opportunities to learn, to check reality, to test ideas and develop new ones. You may think you cannot afford field visits but do not forget communities within walking or taxi distance of the workshop venue. If field visits are relevant to the workshop topic, then include them.

1.12 Whether the TIMETABLE makes the objectives do-able

TIMETABLE FOR WATSAN WORKSHOP:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Group prayer. Intro. to workshop Presentations: a. Why Watsan needs Hy.E. b. O and M from the Watsan point of view c. O and M from the Comm. Devel. point of view. d. Why Watsan needs Community structures	All day visit to Watsan project near workshop site: Two groups test hand washing checklist and start work on village and household checklist	The two groups present findings from visit + discussion Drafting of Checklists	Testing of checklists at nearby project. Different mix of groups	Cont: What does the present project need to make it first-class? Practice in using checklists on case studies
Lunch	Lunch	Picnic lunch	Lunch	Lunch	Lunch

Afternoon	How to make a good checklist e.g. hand washing. Practical dem. Practice in pairs Clarifying the role of the 2 checklists Group and task allocat. for tomorrow's visits to a village checklist: 3 engineers and 1 comm. dev. Household checklist 2 comm. dev and 2 engineers	Groups meet up, discuss progress and swap jobs. Both groups spend time in a household to understand issues	Presentations of drafts, discussion, adjustments Presentations of previous work with lesson for current proj.	Presentations of findings, Discussion, Adjustments What standards do they want for the present project? Link between checklists, performance and evaluation	Time to spend on weak areas Interviews with partic. to evaluate. Plenary: Feedback on progress made in workshop Thanks and goodbye
Evening	Shared meal. 2 Pres. of prev. work	Shared meal	Shared meal	Shared meal Music, dancing	

The timetable brings together all the different activities and exercises. It allows you to see if what you plan is possible in the time available. You may need to rewrite the timetable and/or the objectives a number of times.

N.B. The best facilitator for this workshop is the Project Director. During the workshop: you might want to have a Hygiene Education specialist available since the participants have some experience of the subject but are not experts. You will need transport and fuel for ten participants, facilitator, driver(s) for two of the days.

Ask "Will the activities in the Timetable achieve the objectives?"
Above is the timetable for the 5 Watsan engineers and the 3 Community Development workers. You remember they need a workshop which will:
1) enable them to design the evaluation tools for the project – a village level checklist and a household-level checklist
2) change unhelpful behaviour shown by the groups towards each other
3) start team-building, and
4) help them see the project in the same way.

Considering each objective – can they be achieved with the planned activities?

Three of the objectives were: designing the village and household checklists, learning to fill in the checklists accurately: understanding how these checklists set the standard for the project and will help with performance and evaluation. For these objectives, the activities planned are:

- Morning Day 1: technical content of the Watsan checklists – presentations on physical structures, hygiene education, community structures to ensure sustainability including financial committees with bank accounts and ways of collecting payment, operation and maintenance (O and M).
- Afternoon day 2: practical session on making and completing check-lists
- Day 2: field visit for using and developing checklists.
- Day 3: discussing and finalising checklists.
- Day 4: p.m. presentation and discussion: understanding how these checklists set the standard for the project and will help with performance and evaluation .

Two other objectives are to do with knowledge and behaviour of one discipline towards the other, building understanding of their work and building respect: Participants (both disciplines) can describe the job of the other discipline accurately. Participants (both disciplines) behave with respect towards members of the other group.

For these objectives, the activities planned are as follows:

- Day 1 a.m. technical presentations on Watsan components by participants from both disciplines (if necessary rehearsed the previous week to ensure a good standard)
- Day 1 p.m. Day 2, Day 3a.m. the two disciplines work together in workroom and during field visits.
- participants of both disciplines make presentations from their previous work, drawing lessons for this Watsan project (presentation could be rehearsed).

Last Objective: the participants (both disciplines) can describe the project in the same way. Activities to reach this objective are as follows: the package of activities in each village and household should be specified in the checklists. So should standards. The participants from both disciplines will write the checklists together and discuss them and the project as a whole in plenary. Behaviour between participants can be monitored with or without checklists.

Which objectives do you think will be achieved?

1.13 Other common problems at this point

Often you find that there are too many objectives – so you must either design a longer workshop, if that is possible, or cut back on your objectives. Then, if you are organising the workshop for a big organisation or a ministry, there is a real risk that higher decision-makers, who are not trainers, may want to double the number of participants, double the number of skills that have to be learnt or insert three sessions on “The History of Workshops” and such. Resist! Design a timetable that can deliver what it promises and then defend it. In particular, defend the time you have allocated to practising skills –the decision-makers do not understand how important practice is.

Part Two: Planning the administration

2.1 Planning

This needs to start at least six months before the planned workshop dates. The success of a workshop will depend largely on the way it is planned and on the arrangements made before the opening session

2. 2 Flexibility

If you have flexible staff, equipment and teaching spaces your chances of success are better. If problems crop up during the workshop and you solve them, you gain credibility, not lose it. And something always goes wrong!

2.3 Setting up a folder

Open a folder for the workshop correspondence, perhaps a loose-leaf file with these sub-divisions:

- Aims and Objectives: you develop these as you work out the workshop content – see section 1.5; they are needed at the earliest stage, as they will influence all your other decisions.
- Budget;
- Workshop site;
- Booking meals, tea/coffee breaks;
- Timetable;
- Local leisure facilities;
- Material to be distributed and read before the workshop;
- Material to be distributed during the workshop;
- Transport facilities and directions for reaching location;
- Selection of participants; contact details to be distributed to participants before the end of workshop (so accuracy can be checked);
- Selection of facilitators;
- Selection of assistants, secretary, translators etc;
- Workshop Content;
- Equipment checklist;
- Publicity, press etc;
- Evaluation.

2.4 Numbers of facilitators, participants and other help

Here are some suggestions on numbers:
You want all the participants to contribute, even during the plenary sessions when everyone comes together. So about **20 participants are best.** If there are more people than this, some of the participants will keep quiet. A common reason for workshops to go wrong is that more people than planned get added. The event gets turned into lectures with an audience. Time for practice is lost. Please make sure this does not happen.

As you want people actively to work together, you need working groups of **5 to 7 participants.** 20 divided by 5 makes four discussion groups. 21 divided by 7 makes three.

For a workshop of 20 participants, you need **one facilitator,** two if you can find a good person and can afford her or him. An assistant who is learning workshop skills is always a

good idea. The main facilitator would “lead” the workshop activities and the second can assist.

You may need to bring in an **expert,** not a lecturer but someone to work with. For example, the village leaders tackling the problem of high-risk pregnancies may need to ask questions of an Imam or Priest concerning their responsibilities. Or, on the technical side, of a doctor or nurse-midwife. Always talk to the expert before booking him or her. Be sure that they understand their role.

Section 1.4 discusses the need that sometimes arises to involve a minority in the workshop. You may need to form one working group for the minority participants. The group can work in their own language. Mostly there will be one among them who can translate their findings to the main group and vice versa. If not, you might need to find an interpreter. It is hoped that you can find a local person because professional interpreters are expensive.

You need to find all these facilitators, experts and, if needed, interpreters four months before the workshop dates, putting the invitation in writing and requesting confirmation in writing. Do you really need interpreters?

2.5 Setting

If possible, take the participants away from the town and make it a residential workshop. People will share not only the classroom time but social time as well. And participants are much more likely to attend full-time. If the workshop is in the town and people find their own accommodation, then in reality, the aims of the workshop get lower priority than other things and attendance is patchy. The end result is usually not so impressive and you will have wasted your budget.

However, as mentioned before, if you have no money, a three-day workshop for staff, within office hours and premises, can achieve a lot.

2.6 Accommodation

What can you afford? A residential school during the holidays? This makes a residential workshop possible. Find out about the cost and standards of any school, hostel or cheap hotel around; make sure that somebody reliable checks the standards of accommodation before you decide. You need bedrooms and wash spaces that are clean. You need hygienic kitchens that produce food that will not make people sick. You need one good-sized working room, an office, and a leisure area.

Once the budget is approved, and you know where you want to be, book in writing and insist on written confirmation.

2.7 Budget

You need an estimated budget as soon as possible. Here is how to estimate

$$E = (T+S)N \times 1.25$$

E = estimate
T = costs of return travel, plus S = living expenses (accommodation, food)
N = number of participants

Travel costs and living costs will amount to 80% of total costs, leaving the remaining 20% to cover the other expenses. Other expenses might include an extra rent for the workroom, the cost of a field visit, a fee for your co-facilitator, a small party for participants. Work them out as far as you can. At the end of the calculations, add 20% for contingencies.

Now you need to get the budget approved by whoever is paying. And if the budget changes, let the funders know,

2.8 Dividing the tasks

A number of administrative tasks have been mentioned and you need more than one person to do them all. A management team of three is sensible: you need to meet regularly and before, during, and, for a few days after the workshop be available full-time. The planning of the workshop content will be going on in parallel. Everyone should communicate with each other because, for example, the budget is an administrative task but if the planners want a second field visit it will affect the budget.

One group of tasks belong logically to the person who has the idea of the workshop. If this is you, then you will probably be the main facilitator during the workshop itself. You will be in the workrooms during working hours and unable to do other things. You should be responsible for everything that happens within the workroom.

- One group of tasks is administrative and could be given to an administrator – accommodation, food, transport etc.

- One group of tasks is secretarial and could be the job of the third member of the team. The tasks would include:
  - pre-course documentation
  - building up a record of all the documents relevant to the workshop
  - making sure that documents or presentations in a National language are filed in the official language.

2.9 Equipment and Supplies

In section 1.10 the choice of visual medium is discussed.

Equipment List:

This list covers different materials for different exercises and activities. Read Section 1.10. You will not need everything. Download it into your computer so you can remove and add items.

Equipment – what you will need will depend on the types of exercises and activities you plan	Already there	To be bought	Checked
A4 Note pads (1 for each participant + 20%) **A4 Folders (“ “)** **Pens/pencils (“ “ “)** **Rubbers/erasers (one for each group)** **Pencil sharpeners (“ “ “)** **Two-hole punch (1)** **Big sheets of paper – from printers (enough to go round the room.**			

Adhesive tape – low tack (1 wide roll, one narrow for each group) **Packets of blu-tack (1 for each group)** **Packets of filing cards (1 for each group)** **Broad felt pens (3 for each group)** **Flipchart, whiteboard or blackboard** **Felt pens, soluble whiteboard pens or chalks (12)** **Cleaners for whiteboard or blackboard** **<u>Visual Aids</u>** **Projector for slides plus screen** **Spare projector lamps** Spare slide-hold **OHP projector(s)** **Spare projector lamps** **Transparent cellulose sheets (50)** **OHP water-soluble pens (12)** **Electric extension flex (6 metres)** **Electric adapter plugs** **Volt transformer/adapter (check local voltage)** **Photocopying machine** **Photocopy paper** **Spare ink cartridge** **Dictionary**			

2.10 Social activities

These are part of the workshop process. Make sure there is a budget for them. Think about what you hope will happen (perhaps that different groups will mix and become more friendly). Think about how to ensure that it will. You can hand the job of organising social events to the participants.

2.11 Action Checklist

	No. of days	See section	Action to be taken	Planned date	Actual date
BEFORE	**-365 – -180**		**-Decision to organise a mini-workshop** **Open a file** **Define the aim and main objectives and write them down** **Make a draft budget** **Find a source of funds** **Have the draft budget approved** **Set the dates** **Find the place to hold the workshop** **Book the work rooms and accommodation for participants** **Book transport if needed** **Take account of the working language**		
	-120		**-Start procedure for inviting participants, send document with aims and objectives**		
	-60		**- Select participants from those applying**		

	-45 **-30**		**- Inform participants that they age selected** - **Send documentation** - **Organise photocopying** - **Prepare checklist of equipment required**		
	-8 **-2** **-1**		**Review list of participants** **Inspect working and living arrangements (with equipment list) Arrange workrooms** **Call a meeting of team and facilitators and review timetable** **Have a friendly drink**		
D U R I N G	**0**		**Keep an eye on the process** **-Timetable** **-Functioning** **-Breaks** **- Atmosphere**		
A	**+10**		**Send letters of thanks to helpers**		
F	**+15**		**Prepare report on the workshop**		
T	**+30**		**Send report to participants, funders**		
E R	**+60 – +90**		**Start long-term evaluation:** **Collect data** **Visit participants** **Organise an evaluation meeting** **Finalise an evaluation report**		

Part three: Facilitating and running the workshop

3.1 Starting the Workshop

The way you start the workshop depends on its function and participants. Here are some activities you could select:

3.1.1 Pre-tests

You may want a base line of what participants know or think or can do. At the end of the workshop you can then repeat the test and make a comparison. For example, think of the workshop for health workers to help them learn how to educate teenagers about HIV. Before it starts you might want to check that they know enough about the disease, its transmission and prevention. If their knowledge is poor you could fit in a session on this topic.

3.1.2 Prayers or readings (e.g. from the Koran or Bible)

These may be a good start if your participants are traditional and religious**.** There may be a need to block time in the timetable and make facilities available for periods of worship**.**

3.1.3 Introductions and icebreakers

These may be needed if people do not already know each other. Introductions are important to help the group link together fast. With normal workshops you cannot give the task too much time but the right exercise can introduce a friendly and cheerful mood. Self-introductions are seldom useful as most participants will be thinking about how to introduce themselves rather than listening to others. Here are some suggestions:

- Each participant finds another; they talk, then each person introduces the other (often inaccurately). Or you can ask individuals to find somebody wearing the same colour, similar shoes etc to introduce. Each pair could further introduce themselves to another pair to extend the initial introductions. This group of four could join with another, and so on.
- You have previously decided on the pairs you want and made pieces of paper with two suns, two cats or whatever. As people arrive you pin the papers on peoples' backs. People have to hunt for their pair through the group.
- Participants can be asked to write down characteristics that define themselves (favourite colour, month of birth, number of letters in first name etc), then try to find a partner with several matching characteristics.
- A useful game for imprinting names on memories is to get the group to stand in a circle. One person starts by stating name, organisation, a like and a dislike. The next person repeats the information and adds his/her own. The following person repeats the earlier two introductions and adds his/her information. So the circle is completed and the repetition of the information helps fix it in the memory.

3.1.4 Setting the agenda

Facilitators and participants may want everybody to be involved in setting the workshop rules (usually do-able) and the agenda (less easy when you have clear aims and limited time). This can be achieved by the facilitator inviting suggestions from the group; suggestions are then recorded on a flipchart that is displayed for the rest of the workshop.

Other games include:

- Bus Stop. The group is divided into three or four teams each of which stands by a flip chart. These can be used to record expectations, or "what I can contribute", or the workshop 'rules'. Each team has five minutes to record its agreed ideas, then moves on to the next location.
- Time Machine. The group is invited to step into the time machine and travel to the future to the day after the workshop has ended. Participants are asked to express, in a positive way, their 'reflections' on the workshop. They might say for example, that all participants were given a chance to contribute, that facilitators kept the sessions to time, that people respectfully kept quiet while others were contributing, that sufficient time was allowed for discussions, that sessions were summarised etc. The list can be posted to serve as guidelines for the whole workshop.

3.1.5 A Timetable

A timetable needs to be produced but you might say that it may change as the workshop progresses. If the weather is hot you might have a timetable with free afternoons and a work session in the evenings.

3.1.6 Announcements

Announcements may be necessary; a notice board offers a place for routine announcements. Examples are safety and domestic arrangements, availability of phones etc.

3.1.7 Putting Groups together

The groups are the powerhouses where ideas are generated. You may have more productive groups by planning them yourself. Often two principles are in conflict here: one is to have each group with as great a mix of participants as possible; the other is to ensure that everyone can contribute actively. Are there participants who will be blocked from contributing by the presence of other people? Is it inappropriate for women to speak up in the presence of men? Are there minorities who feel uncomfortable around the majority? Are there workers who will keep quiet in the presence of bosses?

If you think it necessary, make groups of women, minority people or junior workers. Allow them to work in their first language but ensure that someone is interpreting so that the facilitator has some grip on the process. It is important that these groups are well represented in the plenary group. This could be by one of their number, by the facilitator or by the interpreter.

3.1.8 The working space

Run the workshop in one big room, plenaries and group work. It will run more smoothly and waste less time.

3.2 Running the Workshop

3.2.1 Keeping groups working well

When groups are put together and given a task, they need to be left alone to get to know each other and build trust etc. But the facilitator must also observe. S/he drops in on short visits to make sure that people know what is expected of them, that everyone is

contributing and that they are making progress. One common problem is that groups get bogged down in an argument for which they do not have sufficient time. The facilitator can say, “I suggest that X keeps track of time and that you allow yourself so many minutes to deal with this issue and so many minutes to deal with the next issues”.

3.2.2 Tackling participants who are dominating or silent

Every facilitator dreads the participant who dominates every discussion and volunteers an answer to every question put to the plenary group. At the other extreme are those who sit at the back, silent throughout the discussions. They may feel they have nothing to say (but they are more likely to have some opinion), or they may fear losing face in front of peers and facilitators by saying the ‘wrong thing’.

Strategies:
Buzz groups regulate the one and encourage the other. Form participants into groups of twos or threes. They discuss the issue among themselves. Most people then have something to say, including the extrovert (but without dominating the whole group). The shy ones have a chance to rehearse their ideas with one or two friends, developing enough confidence to speak out a few minutes later when asked to do so by the facilitator.

A similar affect can be had like this: when the facilitator presents an issue, s/he asks each participant to write down their opinion, creating a few minutes of silence. Then a quiet participant can be asked to read out what they wrote, before the discussion becomes general.

You can say firmly to the group that, for a period, to be fair to everyone, they have to follow the rule ”Nobody talks twice until everyone talks once”.

If the dominating person continues, even in the group, you may want to take her or him to one side and have a quiet talk. This is not easy. It could help if you say, ”This is a chance to develop a new skill – ensuring that other people participate fully”.

3.2.3 Keeping the workroom in a good state

The facilitator walks around the workroom on the short visits. S/he should keep the room from becoming too hot or too cold by opening windows, switching on fires or fans. If there are distractions outside the windows they could be covered by pinning up curtains or sheets of paper. At the end of the day, the facilitator can ensure that summaries of key points are recorded on flipchart paper and displayed throughout the rest of the workshop. (They can be usefully revisited in the final summary session).

Each evening or the next morning, the facilitator checks that rubbish is cleaned up. S/he should ensure that writing equipment – blackboards, whiteboards, sheets of paper, chalk and pens – are present and clean.

3.2.4 Monitoring during the workshop

A monitoring checklist to be gone through by the facilitator every evening:

- Is the workshop sticking to its timetable?
- Did people learn what was planned during the exercises?
- Is the workshop product being developed?
- Is the behaviour of participants towards each other friendly and respectful?
- Did any participant dominate the discussion? Should you leave it or take action?
- Did any participant stay quiet? Should you leave it or take action?
- Were people learning throughout the day? Were there enough breaks?
- Is the workshop room ready for tomorrow? Tidy? Visuals available?
- Are there any problems that other team members should be dealing with? Accommodation? Catering? Food? Are they dealing with them?

3.2.5 Strategies and exercises for different stages

a) Ice breakers (N.B. ice breakers for the start of the workshop are in section 3.1.3)
Activities at the start of each day: there is value in starting each day with a review of the previous day's work. This can be led by participants or facilitators in several ways for example by writing on cards the lessons learned and assembling them on a time line, or in groups on the board. It is also a useful device to ensure that latecomers do not miss the start of the new session.

b) Meals and breaks
Ensure that the midday meal is not too heavy so that participants do not become sleepy during the afternoons. People socialise at mealtimes. Tasty food will help. If sub-groups clump together you could ask them to split up and perhaps "look after" a different group. Or you could re-arrange the tables.

To keep people working and feeling positive, breaks are needed. Try to afford mid-morning and mid-afternoon drinks and snacks. They feed the brains.

c) Energising exercises
The same activity continued for more than about twenty minutes can become boring, especially in the post-lunch period – the "early afternoon malaise". Brains need variety and a good blood supply. While sitting in the same position doing the same thing (especially after a heavy meal with alcohol), blood tends to pool in the legs, eyes glaze over, and active thinking is replaced by zombie mode. So, an activity is needed that is short enough not to disrupt the flow of the programme, push blood up to the head, and restore brain function to active. There are many such activities and they all require a change in posture. Here are examples:

- Announce an unplanned break and encourage participants to take a short walk round the compound.
- Form pairs, stand on one leg and attempt to make your opponent put both feet on the floor by means of only one finger to one finger contact.

- Stand up. Bend forwards and slowly straighten while slapping legs, thighs, stomach, chest and face. Jump up reaching high and shout loudly.
- Ask one of the participants to lead his/her favourite energiser
- Ask the group to arrange themselves in order of height, (or month of birth).
- Sharks. Ask the group to imagine they are swimming in the sea when sharks appear. They must quickly arrange themselves into hugging groups of three to escape in small boats. Those not in 'correct' group sizes are excluded while the exercise is repeated several times with different numbers.

Energisers can also be useful for reinforcing important ideas:

- Arrange participants around each with a chair. They are asked to sit on the floor, the chair, or stand on the chair to reflect the significance of emergencies that occur in their country
- Reverse Knots. One volunteer is asked to leave the room until recalled. The rest of the group form a circle and hold hands tightly while tangling the group by threading themselves over or under each other until no more movement is possible. The "consultant" is called in to untangle the problem but without touching anybody. After a few minutes it is clear that the 'consultant' is unable to unravel the tangle. The "beneficiaries" are then asked to untangle themselves and this is relatively easily achieved. The "beneficiaries" know how to solve their own problems!
- Teambuilding. Ask the participants to organise themselves into groups according to their position in their families (first born, second born etc). Each group can brainstorm their roles they played in their families e.g. leaders, followers, peacemakers etc.

d) Free Evenings

Think carefully about using these well. You may want to deputise to an Entertainments Committee from among the participants. You want people to enjoy themselves. But check whether the kind of entertainment would stop some people from coming. If the entertainment is beer drinking, then Moslems and women may feel excluded. If the entertainment is heavy drinking, then hangovers will slow things down the next morning (so you could fix a time for last drinks). Parties and team-building games can cement relationships while allowing discussion of important issues. For training of trainer workshops, it can be useful to have an 'Energiser Hour' or an 'Introductions Hour' when potential trainers can share and test out ideas.

3.3 Evaluating the workshop

At the end of the workshop you need to have looked at some of the following:

3.3.1 Whether the workshop has achieved its objectives

For example the objectives of the workshop for the Watsan and Community Development workers were that

"By the end of the workshop, the three types of experts will be able to

1) Explain the jobs of the other two technical groups;
2) Explain why that job is necessary to a Watsan project;
3) Write checklists to evaluate different aspects of a Watsan project specifically….
4) Fill in accurately all parts of the checklists, not just the parts relevant to their own specialism.

So at the end of the workshop, given the timetable, which of these might you have achieved? Look again at section 1.12.

3.3.2 A plan for using the results of the workshop

Evaluate whether participants have a plan for using the results of the workshop: an action plan specifying who does what, where and when.

3.3.3 Assessment by the participants

Participants may want to organise this session without a facilitator present. When you get the results, ask yourself how objective the assessment is. Think about this: was the workshop upsetting to the participants in any way? The Watsan workshop might have upset the engineers, and at some level they might be angry. They were expected to treat as equals people who they did not see as equals – to take seriously a discipline that they half considered as rubbish. With these kinds of workshops, the immediate end assessment can be negative, but with time, and good results in the field, a further assessment after six weeks can be very positive.

3.3.4 So when do you evaluate?

Evaluations can be made on individual sessions or days, or at the end of the workshop. If you have the time and budget, you may want to complete your evaluation by visiting the participants in the places where they work.

Why evaluate after some weeks?

The last section describes one reason why an evaluation six weeks or two months after the workshop can be more objective than one done on the last day of the workshop. Another reason is this: if the workshop was concerned with new skills and attitudes, most of their practice within the workshop was role-play. Observing participants in their real, every-day job will be a much more accurate picture of what they really learnt. They may have shown during the workshop that they could do or plan what was wanted. But in the middle of routine work they may not have the time, the willingness or the confidence. On the other hand, at the end of the workshop they may have been confused and reluctant. But with a little time, the advantages of what the have learnt becomes clear.

The following form is a very structured way of obtaining participant feedback. If you use it read section 3.3.3.

PARTICIPANT ASSESSMENT FORM

NAME OF WORKSHOP: **DATE:**

All participants are asked to provide comments on the quality of the workshop so that improvements can be made. Please indicate your level of satisfaction by ticking the boxes or by writing your views.

	Very good	Good	Satisfactory	Poor	Very Poor
Good, clear Aims and Objectives					
Achievements of Aims & Objectives					
Training room facilities					
Quality of sessions					
Quality of course material					
Use of teaching aids					

Use of participatory teaching methods					
Relevance of workshop to your job					
Food and accommodation					
Help with problems during the workshop					

The best aspect of the workshop was…	**The worst aspect of the workshop was…**

This workshop could be improved by…

Please suggest topics for further workshops

NAME (optional): **Thank you very much.**

3.4 How do you evaluate?

Well, what were the objectives of the workshop? Was it:

Knowledge gain? Then pre-and post-tests are a good way of evaluating success. So on the last day you do a post test, perhaps in the morning so that you can feed back the results to the participants before they leave.

Changing behaviour based on unhelpful attitudes? If this was an objective, then during the planning you should have defined what you meant to change, planned activities to make it happen and thought out how you would judge any changes. See Section 1.9.4.

Skills learnt? In this manual it is suggested that for each skill, a checklist should be written with which to evaluate performance. If you did this and saw the checklists being used, you can judge the extent to which the new skill has been learnt.

Plans of Action, checklists or guidelines written? These should now be on paper. During the workshop the group should have considered whether they are usable and useful.

3.5 The report

You will almost certainly have to write a report on the workshop for the funders and for the records. Do not forget a section on “Lessons learnt”. If the hours you set were too long, learn from this lesson for the next time, and so on.

3.6 Closing the Workshop

How you close the workshop depends an the culture you are working in but you could think about

- feedback to participants on the results of any attitudes or skills that were being monitored during the workshop; comments and (if possible) praise of work done during the workshop – problem analyses, plans of action or working tools like checklists.
- a prayer or hymn
- a presentation of a Certificate of Attendance or Certificate that skills have been learnt;
- distribution of the (e-mail) addresses of participants so that people can keep in touch;
- a speech thanking participants for attending and thanking other people who made the workshop possible.
- you want participants to leave feeling that their time has been well spent, feeling willing to come back on another occasion.

Part four: Planning your own workshop

Do you have a workshop to plan? Is there a workshop you dream of running? Would you like to learn more about the decisions involved in planning one? If so, print out this manual and find some blank sheets of paper. If you work through this section and put in the time, you will assemble necessary information, practice decision-making and be in a good position to make a serious proposal to your boss or to a possible funder.

a) What workshops have you attended?
Think about their good and less good aspects; note what you remember – and note the lessons you can learn from your own experience.

b) Write the name of the workshop you wish to run.

c) A workshop for which workers?
How do you want them to do their job afterwards – differently how? Better how?

d) Write the Aim(s) of the workshop.

e) Which type of workshop is yours?
Put a circle round one or more:

- analysing a problem;
- making a plan of action;
- learning new skills;
- changing behaviour based on unhelpful attitudes;
- building teams.

f) Write your workshop objectives and check that each are measurable, relevant and do-able.

g) Make notes on the kinds of exercises you would use for each objective.

h) What kind of workshop shape would be best for your objectives?
Five days working together inside a building? Field work? Three days inside, then a week back at their normal jobs and then two days back together? Bear in mind that a good plan may turn out too expensive when you come to draft the budget.

i) Draft your timetable on the blank on the next page.
You may need several copies of this blank as you plan and re-plan. Go back and re-read section 1.12 where the Watsan Timetable was analysed to judge whether the objectives could have been reached. You may have to revise your objectives, your activities and your timetable a number of times

TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
After-noon			.		
Evening					

4.1 Checklist for planning the administration

a) Find a folder and start to fill it with your plans so far.

b) Finding the facilitator. This person is crucial for the success of your enterprise. S/he must know the technical subjects covered by the workshop, but also have experience in helping people learn. Have you yourself some experience in running or assisting in workshops? Can you be the facilitator? If not, who could do the job and teach you in the process?

c) Decide on the number of
- participants;
- facilitators;
- other people – note what you need;

Make notes on why you have decided on these numbers.

d) Note ideas for the workshop accommodation. Visit one possibility to get an idea of prices. Be careful not to give any false promises.

e) Write the first draft of the budget
You need an estimated budget as soon as possible. Here is how to estimate

$$E = (T+S)N \times 1.25$$

E = estimate
T = costs of return travel plus S =living expenses (accommodation, food)
N = number of participants

Travel costs and living costs will amount to 80% of total costs, leaving the remaining 20% to cover the other expenses. Other expenses might include an extra rent for the workroom, the cost of fieldwork, a fee for your co-facilitator, a small party for participants. Work these out as far as you can. At the end of the calculations, add 20% for contingencies.

f) Note ideas of where you might get the money. Draft the first letter.

g) Look at the equipment list in 2.9 and download it into your computer. Then you can make the changes you need. Are there items that your NGO does not have? Are they essential for the workshop? Find out the prices for your budget.

h) Think about how social activities can help your workshop.

i) Adapt the ACTION PLAN. Download it into your computer so you can add and delete items. Then start filling in your plan.

4.2 Checklist for facilitating and running the workshop

a) What activities would you plan as ways to start the workshop?

b) By now you probably have a good idea of the participants you want, given the objectives of the workshop. So how would you organise the work groups?

c) Given your culture and the probable participants, what problems might come up? So which exercises and strategies might you need as you help run the workshop?

d) How and when will you evaluate?

e) What might you do during the closing ceremony?

When you reach the point where your workshop may really happen and if you are still unsure about exercises, strategies etc., feel free to contact www.networklearning.org or moynihan@networklearning.org

Links to the "Educational Handbook for Health Personnel", by J-J Guilbert are:
http://whqlibdoc.who.int/offset/WHO_OFFSET_35.pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp1_(p1.01-p1.40).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp1_(p1.41-p1.80).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp2.pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp3_(p3.01-p3.49).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp3_(p3.50-p3.98).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp4_(p4.01-p4.46).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp4_(p4.47-p4.92).pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp5.pdf
http://whqlibdoc.who.int/offset/WHO_OFFSET_35_chp6.pdf
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