

PART THREE

Annexes

Resources for participatory training

Underlying philosophy and the role of the facilitator

Hope A, Timmel S. *Training for transformation*. Gweru, Mambo Press, 1984.

This is an excellent resource for understanding the philosophy underlying participatory methods, and for facilitation skills. The training exercises are more general and aimed at development workers, but some of these would be relevant for use in the Social Determinants Module.

Available from:
Mambo Press
P.O. Box 779
Gweru, Zimbabwe

Mackenzie L. On our feet: Taking steps to challenge women's oppression: a handbook on gender and popular education workshops. Special issue of *Adult Education and Development*. Bonn, German Adult Education Association, 1993.

Contains a discussion of methods, facilitation skills and also participatory exercises for gender training.

Section 1: "You as the educator", and Section 2: "Techniques", give a comprehensive overview of facilitation skills and participatory techniques.

Methods and techniques

Eitington JE. *The winning trainer: winning ways to involve people in learning*. Houston, Gulf Publishing Co, 1984.

Scannell EE and Newstrom JW. *More games trainers play: experiential learning exercises*, Berkshire, McGraw Hill, 1983.

Scannell EE and Newstrom JW. *Still more games trainers play: experiential learning exercises*, Berkshire, McGraw Hill, 1991.

Weinstein M, Goodman J. *Playfair*. San Luis Obispo, Impact publishers, 1980. Excellent resource for ice breakers, energizers and end games which are non-competitive and encourage co-operation.

Winn, JK. *Icebreakers. A source book of games, exercises and simulations*. San Diego, Pfeiffer and Co, 1991.

Ice-breakers, energizers and course-enders

Ice-breakers

Ice-breakers are important for creating a relaxed and trusting environment in which participants feel free and comfortable to participate. Some ice-breakers help participants connect with each other, while others, such as name games, help participants get introduced to each other. An ice-breaker that does both can be used more easily with groups no larger than 30. Below are a few examples of ice-breakers we have used in different training courses and workshops.

Introducing your partner:

Variation 1: name tag mixer [1]

As each participant enters the room, tick her or his name on the roster, but give them the name tag of another participant. Explain that participants should find the owner of the name tag and interview her or him for no more than five minutes, and then introduce that person to the rest of the group.

Introducing your partner: Variation 2: five important things to know [2]

Brainstorm with the group: "What would we like to know about the people here in order to work well with them?" List the suggestions on the board or flip chart and get the group to identify the five which are most important.

Participants then turn to the person sitting next to them, and, working in pairs, A asks B to talk about himself/herself, covering the five aspects listed on the board. A listens to B, and then checks with B what she or he heard. Then B does the same with A. Depending on the time available, either each person introduces her or his partner to the whole group, or participants break into small groups to do this. This ice-breaker takes at least an hour and a half.

Introducing your partner:

Variation 3: nuts and bolts [3]

Buy five pairs each of three differently sized nuts and bolts so that you have

one matching pair for each two participants (if your group has 30 participants). Give everyone a nut or bolt when they come into the meeting room. When everyone is seated, ask them to get up and find a match to their nut or bolt. This produces a lot of hilarity and movement. In 7 to 10 minutes, everyone has matched their piece of hardware. Each pair then interviews each other. Once again, the report-back can be in the big group or in small groups, depending on the time available. Big group reporting for a group of 30 would take at least an hour and half, whereas in small groups this would be achieved within 45 minutes.

The human treasure hunt [4]

Hand each participant a sheet of statements about men, women and sexism. Participants move around the room, stopping and talking to each other until they identify the specified number of participants who fulfil the criterion mentioned in a particular statement. They note the names of these people on their sheets. This could be done either until at least one person completes their sheet, that is, finds at least one person for each item on the list. Or, if this takes too long, the game can be stopped after a specific period, say 15 or 20 minutes. Debrief the group as a whole, asking participants how it felt to do the exercise, what they have found out about the group, and so on.

Men, women and sexism

1. Find two people who had a male elementary school teacher when they were growing up.
2. Find three people who believe it is okay for men to cry.
3. Find one person who, when growing up, had at least one purely platonic relationship with a person of the opposite sex.
4. Find two people who wish they were of the opposite sex.
5. Find two people who can recall knowing at least one adult female or male when they were growing up who did not fit the traditional model for that person's sex.
6. Find one person who has a female boss.
7. Find three people who are totally happy that they are male or female.
8. Find two people who play active sports at least once a week.
9. Find two people whose grandmothers were working women.
10. Find one person who believes it is okay for educated women to choose to be homemakers.

Tree of life [2]

This ice-breaker is best scheduled as an open ended session on the evening before the course starts.

Give each person 10 to 15 minutes to draw the tree of her or his life.

- The roots represent the family from which we come and the strong influences that have shaped us.
- The trunk is the structure of our life today: job, family, organizations,

communities to which we belong.

- The leaves are the sources of our information (newspapers, books, friends).
- The fruits represent our achievements.
- The buds represent our hopes for the future.

After each person has drawn the tree of their life, divide participants into groups of three to five to share what they have drawn. Allow participants to share for as long as they want to.

Energizers

Energizers help recharge participants. They are active games, often silly, and give rise to much excitement and laughter. There are many occasions which call for energizer games: when you find participants' attention wandering; when they have had a heavy morning and need to be energized before an equally heavy afternoon; at the end of a serious and daunting session; to help them leave with a positive feeling; and so on.

The energizers below are all taken from: Weinstein M, Goodman J. *Playfair*. San Luis Obispo, Impact publishers, 1980.

Four up

This is a game with very simple rules. It starts with everyone sitting down. Anyone can stand up whenever he or she wants to, but cannot remain standing for more than five seconds at a time. The object is for a group to have exactly four people standing at a time. If there are more than four standing at any given time, the first to have stood up of these four is out of the game. This game focuses each person's attention very carefully on the other members of the group, and lasts for two or three minutes. For a group of more than 10 people, it may be best to split into groups of 10.

Amoeba tag

One person starts as the amoeba, and tries to catch others. The person caught links hand with the first amoeba to become a two-person amoeba on the prowl. When they catch a third person, all three link hands, and are an almost mature amoeba. When they catch a fourth person, all four link hands, and are now a fully mature amoeba. And what happens to a full-grown amoeba? It splits down the middle into two amoebas, each prowling around. The multiplying and dividing happens again and again, until everyone in the group has been totally amoebafied: everyone in the room is an amoeba of two or three persons linked together.

Touch blue

This is a leaderless game, which has two commands that anyone can give. The first command is a touching command, like "touch blue" or "touch a head" and each participant has to touch something blue on another person or touch another person's head. The second command is a moving command, like "hop back two steps" or "jump once where you are".

The game starts with the "touch blue" command. After this, the touching and moving commands are called out alternately by any member of the group. When you wish to end the game, after three to five minutes, call "touch blue" once again.

Elbow fruit hop

Call upon any participant to come up and blow a whistle, and name three things. The first is a part of the body, the second is a category from which each participant can choose a member, and the third is a way to move around. So "elbow, fruit, hop" would mean each person hops around touching her or his elbow and calling out the name of any fruit. Participants continue with this until someone else comes up and calls out another sequence, say "nose, animal, shuffle". The way to end the game is to come up, blow the whistle, and call out "elbow, fruit, hop" again.

Course enders

When people have lived and worked together for two to three weeks, it is important to plan a meaningful ending that gives a sense of closure, rather than rushing through with activities until the last minute, after which participants leave abruptly. Include one or more exercises for taking leave of each other positively, something more than a formal closing ceremony and the distribution of certificates.

Wonderful circle [4]

Participants get into a big circle with arms around each others' waists. They start taking small steps to the left, and keep going until someone says "Stop!" Then that person shares something she or he felt good about

during the course. This may be something about themselves, or an appreciation of what someone said or did that they liked a great deal. Or it may be good feelings about the group as a whole. Whatever the participant's comment, it has to be about the

people and not about activities or content, and it has to be positive.

When the person has finished sharing, they say “Go!” and everyone in the circle takes small steps in the opposite direction until someone else says “Stop!” and begins to share. This goes on until everyone who wants to has shared. When you get the sense that everyone who wants to has had a turn, ask “Is everyone done yet?” If there is someone who wants to share, that person will have to step in, saying “No – Go!” and start sharing. When the question “Is everyone done yet?” is met by more than 10 seconds of silence, then the game is over and everyone gives themselves a gigantic standing ovation.

Round of appreciation [3]

Have participants form a circle. Give each person a paper cup. The idea is to have each participant “capture” from her or his fellow group members one significant quality – and put these qualities in the cup. Going round in the circle, each participant takes turns to address one other participant: “B__, I want to take back with me your concern for others (or cheerfulness or energy, etc)”. Each person is addressed by her or his name, and they should make eye contact. The game ends when everyone has had a turn.

References

[1] Scannell EE, Newstrom JW. *Still more games trainers play: experiential learning exercises*, Berkshire, McGraw Hill, 1991:3.

[2] Hope A, Timmel S. *Training for transformation*. Gweru (Zimbabwe), Mambo Press, 1984, volume 2:18 and 36.

[3] Eitington JE. *The winning trainer: winning ways to involve people in learning*. Houston, Gulf Publishing Co, 1984:9 and 57.

[4] Weinstein M, Goodman J. *Playfair*. San Luis Obispo, Impact publishers, 1980:59, 107, 115, 170 and 172.

Ideas for facilitating participatory sessions

The trainer as facilitator

In the participatory approach to training, the trainer is a facilitator with two major tasks:

- to ensure that the group achieves its learning objectives
- to create a democratic and participatory learning environment.

The pedagogical role of the facilitator on this course is to help participants:

- prioritize obstacles to the achievement of reproductive health
- identify the problems and find their root causes using appropriate analytical tools
- work out practical ways in which participants can set about changing the situation
- engage in a common search for solutions to problems
- understand diversity and similarity and their root causes, across gender, race, caste and class (and other social) divisions.

At the same time, she or he has to ensure that:

- all participants feel listened to, and free to participate actively
- the training context is free of gender, racial, class, caste and other biases
- everyone is active and involved
- decision making processes are such that everyone owns the decision and feels committed to carrying it out
- feelings are taken into account, and where necessary brought out into the open
- conflicts are constructively dealt with so that all are heard and new insights are included
- feedback is given and received in such a way that each person can

grow and obstacles to teamwork can be overcome. **[1]**

The facilitator does not have to be the authority on everything

The prospect of not knowing how the classroom process may develop can cause those with no prior experience in facilitating participatory learning to feel insecure. What will you do when participants ask questions that you have not thought through? What if there is conflict in the class? What if the process gets out of hand and the objectives of the session are not achieved?

There are no ready made answers to these challenges. What counts is to remember that the facilitator does not have to be “the authority”, able to answer all questions and deal with every possibility. Trying to understand the source of disagreements and to engage in an open dialogue, rather than feeling personally challenged by controversy and needing to be in control, may be enlightening. That way, even if the planned objectives of the session are not achieved, everyone will have learned about another point of view and another approach to the issue.

Resistance from participants

There may be situations where participants feel uncomfortable about getting actively involved, for example in role playing or in simulation exercises, and refuse to take part in “silly” or “childish” activities and games. In our experience, such situations are extremely rare, but it would nevertheless be useful to be prepared for them. Resistance to participatory activities arises because we have all been taught that learning is serious and passive, not fun and active. It is more likely to happen if the facilitator is not convinced about the value of participatory exercises and does not

communicate that though the activity may be light-hearted, the learning resulting from it will be important.

If a participant does resist participatory methods, the facilitator may:

- tell participants that they have the option to sit out and watch if they feel uncomfortable at any stage
- explain that experiential learning methods engage all aspects of ourselves: our minds, emotions, thoughts and activities, and have been proved to be effective. [2]

We would, however, like to emphasize that there may be no reason to expect resistance. In the 10 offerings of this course thus far, in five countries with participants from over 50 countries, ranging from senior officials from ministries of health to programme and district managers, donors, doctors and nurses, there has been little resistance to participatory teaching methods.

Mixed sex groups

Dealing with mixed-sex groups may be challenging. A fine balance has to be maintained between firmly ensuring that there is equal participation by women and men and that men do not dominate, and making sure that men feel comfortable to participate. As a facilitator, it is important not to make sweeping generalizations about women as poor and suffering and men as powerful and dominating. Remember that a gender analysis challenges an ideology which both men and women perpetuate, it does blame men. You will have to address differences among the participants in language, race, class, caste or ethnicity – ensuring that there is equal participation and no domination by any one group, without any section of participants feeling alienated or insecure.

Using participatory methods is not the same as encouraging anarchy in the classroom. The figures below provide some guidelines.

How does a facilitator keep the group on track? [2] How does a facilitator encourage participation? [2]

- | | |
|--|---|
| <ul style="list-style-type: none"> ● S/he asks for facts and doesn't need to always 'be right' ● If the discussion is going nowhere, s/he will ask penetrating questions to deepen it ● S/he doesn't take sides ● S/he gives practical examples ● S/he manages the discussions and doesn't get emotionally hooked into issues ● If the group is spending too long on a small point, s/he will push it forward ● S/he refers back to the group's aims and suggests goals | <ul style="list-style-type: none"> ● S/he draws on people's experiences ● S/he gives feedback in a way that is clear and specific ● S/he helps people in conflict to understand one another's views, searching for common elements ● S/he ensures that everyone gets a chance to give his or her viewpoint, and that no one dominates ● S/he encourages openness and mutual trust by drawing up ground rules early on ● S/he makes everyone feel valued ● S/he creates an atmosphere of collective inquiry |
|--|---|

References

[1] 1. Hope A, Timmel S. *Training for transformation*. Gweru, Mambo Press, 1984, volume 1:18 and 99.

[2] Mackenzie L. On our feet: taking steps to challenge women's oppression:

a handbook on gender and popular education workshops. Special issue of *Adult education and development*, Bonn, German Adult Education Association, 1993.

ANNEXE 4

Model timetables

Model timetable 1: Course duration three weeks

Week 1

	Morning (8.30–13.00)*	Afternoon (14.00–17.30)*	After class hours
Day 1	Opening module	Opening module	Official opening and party
Day 2	Gender	Gender ^a	Readings for: Social determinants Session 2
Day 3	Social determinants	Social determinants	
Day 4	Social determinants and Rights	Rights ^b	Reading for: Rights Session 4
Day 5	Rights	Rights ^c	Readings for: Evidence Session 3

* Includes a half-hour break

^a Give out readings for Session 2 of the Social Determinants Module

^b Guest lecture by an NGO activist on violence against women starting 16.30

^c Group photo; give out readings for Evidence Module, Session 3

Week 2

	Morning (8.30–13.00)*	Afternoon (14.00–17.30)*	After class hours
Day 1	Rights and Evidence	Evidence	
Day 2	Evidence	Evidence	Social event
Day 3	Evidence	Evidence	Complete evidence application exercises
Day 4	Evidence and Policy	Policy	
Day 5	Policy	Policy ^a	Complete policy application exercises and readings for: Health systems: Session 1 (over the weekend)

* Includes a half hour break

^a Give out readings for Session 1 of the Health Systems Module

Week 3

	Morning (8.30–13.00)*	Afternoon (14.00–17.30)*	After class hours
Day 1	Health systems ^a and submission of Policy application exercises	Health systems ^a	
Day 2	Health systems	Health systems	Social event
Day 3	Health systems and Policy consolidation session	Health systems application exercises	Complete health systems application exercises
Day 4	Submit Health systems application exercises. Guest lectures on current debates in reproductive health ^a	Sharing and learning from participants' experiences ^a Closing module ^b	Play by a local NGO on men and violence against women
Day 5	Health systems assignments returned to participants in a feedback session; Closing module		

* Includes a half-hour break

^a Facilitators of respective modules use this time for marking assignments

^b Ends by 15.00

Model timetable 2: Course duration two weeks**Week 1**

	Morning (8.30–13.00)*	Afternoon (14.00–17.30)*	After class hours
Day 1	Opening module	Gender	Reading
Day 2	Gender	Gender	Reading
Day 3	Social determinants	Social determinants	Reading
Day 4	Rights	Rights	Reading
Day 5	Rights	Health systems	Reading
Day 6	Health systems ^a		

* Includes a half-hour break

^a Class ends at 14.00

Week 2

	Morning (8.30–13.00)*	Afternoon (14.00–17.30)*	After class hours
Day 1	Health systems	Policy	Reading
Day 2	Policy	Policy	Reading
Day 3	Evidence	Evidence	Reading
Day 4	Evidence	Evidence	Preparation for the consolidation exercise
Day 5	Closing module	Closing module	
Day 6	Course evaluation ^a		

* Includes a half-hour break

^a Class ends at 12.30

Tool for participants to evaluate the course

Reproduced below is the course evaluation tool used by participants in the courses run by the Women's Health Project, Johannesburg, South Africa.

Final evaluation

What were your expectations for the course?

Were these expectations met?

Yes No Partly

Please feel free to comment:

Are you satisfied with the overall balance of topics and materials in the course?

Yes No Partly

Please feel free to comment:

Were the reading materials suitable?

Yes, mostly No, partly Not at all

Please feel free to comment:

Did you read the materials?

Yes, mostly No, partly Not at all

Please feel free to comment:

Will you be able to use them in future?

Yes, mostly No, partly Not at all

Please feel free to comment:

Was the course long enough?

Yes, in fact too long Yes, just right No, partly Not at all

Please feel free to comment:

How did you feel about the daily schedule?

Just right Too short Too long

Please feel free to comment:

Please rank each of the six modules of the course on the following criteria:

Gender	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment:

Social determinants	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment:

Rights	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment: _____

Evidence	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment: _____

Policy	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment: _____

Health systems	Poor	Fair	Good	Very good
Usefulness of content				
Effectiveness of method				
Sufficient detail				
Stimulated thinking				
Impact on my professional skills				
Impact on my personal skills				

Please comment: _____

Are there any topics or themes that were not covered in the course that you wish had been included?

No Yes

If yes, please list them:

Which sessions of the course were most valuable for you?

Why?

Which sessions of the course were least valuable for you?

Why?

If we had to cut something out of the course, what would you suggest we leave out?

Why?

Did you feel that the level of the course was appropriate for you?

Just right Too difficult Too easy

Please feel free to comment:

Some courses make a personal impact and some don't. Reflecting on this course, do you think there are any ways in which it has changed you?

If this were a four week course, would you have been able to come?

No Yes

Please feel free to comment:

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Facilitator evaluation form

How useful is this manual?

Please answer the following questions, adding any additional comments you would like to make, and return the sheet to: Gender, Rights and Reproductive Health, Department of Reproductive Health and Research, World Health Organization, 1211 Geneva 27, Switzerland. Or email responses to the rhpublishations@who.int

Please describe the course in which you used this material:

a. Name of course:

b. In what context (university, ministry, NGO, other institution):

c. Target audience:

Did you run the course in its entirety?

Yes No

If not, which modules/sessions did you use (please list)?

Did you have prior experience with participatory teaching methods?

Yes No

Please list the sessions you found most useful, and why (e.g. the approach was new, the topic was new, the content was clear, the instructions were clear, the methodology worked well in the group)



Please list any session you did not find useful, and why (e.g. instructions not clear, too long, too complicated, methodology didn't work well in the group)

Would you use this manual again:

a. in its entirety?:

b. in part? (please specify)

c. in an adapted form? (please describe)

Name

Organisation

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Date

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