ORGANISING AND RUNNING WORKSHOPS

A practical guide for trainers

Original Spanish Version Written by
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Contents

1. Background

The ORGANISING AND RUNNING WORKSHOPS manual came about from a need identified by the people involved in the joint training programme organised by DSE and the Colombian organisation ECOFONDO between 1997 and 2001. While running workshops for trainers, participants often requested books in Spanish that would help them put what they had learned into practice. They were looking for material that not only dealt with the in-depth perspective and methodology of participative workshops, but also helped them remember the stages of preparation, implementation and follow up. Therefore, DSE, WWF and IFOK decided to respond to these concerns in this manual.

We envisage this manual to be a practical one. You can choose where you start reading, which chapters to select and which materials to use depending on the needs of your workshop.

We provide you with a focus on participatory workshops, based on real life needs and mutual learning.

ORGANISING AND RUNNING WORKSHOPS is based on the experience that the three of us have had in running workshops. The workshops we set up in Colombia, which we mentioned previously, were particularly important. We would like to thank our colleagues and friends who helped us in the conception and writing of this manual. Many thanks also go to the training workshop participants. We particularly wish to thank: Yanire Becerra, Víctor Orozco, Ricardo Rodríguez and Diego García for their comments on the first draft of the manual; Fernando Caicedo for coming up with some of the ideas presented in the caricatures; the proof-readers, Uwe Krappitz and Julio Mario Fernández, for their recommendations and our families, for their understanding and support. Finally, we wish to thank our three funders DSE, WWF and IFOK and especially Alan Walsch, Mary Lou Higgins, Gabriela Grau and Hans-Peter Meister for their commitment to publishing the manual that we have dreamed of for so long.

We would like to hear about your experiences and welcome suggestions you may have for improving this manual. You can contact us by email at:
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1.1. About the organisations

1.1.1 WWF Colombia

The World Wide Fund for Nature (WWF) Colombia directs its efforts towards the conservation of ecosystems and the sustainable management of their biodiversity through a series of projects and strategies. WWF Colombia believes that to effectively meet these aims in the long term, it is fundamental to strengthen the abilities of the key players in Colombian society, such as community, indigenous, non-governmental and governmental organisations. With this in mind, a process of training and education covering different subject areas is undertaken. The content and methodology for this work have been designed and adapted to meet the particular needs and characteristics of the groups concerned, taking into account that training and education serve to sow a seed of comitment in the human spirit for better surroundings and a living planet • www.wwf.org.co

1.1.2. DSE

The German Foundation for International Development (DSE) is an organisation that promotes dialogue in the political arena of development and the professional training and improvement for technical and management personnel in developing countries and countries in transition. Similarly, within the German technical and cultural cooperation, the Foundation prepares teams of technicians and their families for their stay in a developing country. Most of the Foundations' programmes are financed by the Ministry of Economic and Development Cooperation.

The main areas of work for the DSE are education, science and documentation; social and economic development; promoting public administration; encouraging industrial and crafts professions; food and agriculture; public health and journalism. In early 2003, DSE merged with CDG and is currently called InWEnt • www.inwent.org

1.1.3. IFOK

The Institut für Organisationskommunikation GmbH (Institute for communication in organisations) is a private think-tank and consultancy that supports councils, government, trade associations, businesses and other private and public organisations. IFOK facilitates dialogue, sets up communication and cooperation processes for different individuals or organisations who wish to reach a joint objective, which requires an effective communication and organisation between the parties involved. IFOK also identifies and works on specific issues that may impact the well-being of society, seeking mutually agreeable options • www.ifok.de

1.2. About the authors

Carmen Candelo, Barbara Unger, Ana Gracia Ortiz Ruiz

Carmen Candelo Reina (born 1961), marketer, food technologist and studying for her masters degree in sustainable development and agricultural systems. She has been responsible for training and instruction processes with organisations including the Association for Rural Development (Asociación para el Desarrollo Campesino), the Javeriana University, the Ecofondo Corporation, working on subjects such as identifying and setting up projects, managing environmental conflicts and participatory methodologies for planning and environmental management. As an officer at the WWF Colombia programme for four years, she coordinated the Chocó Ecoregional Programme and at the time of writing this manual she coordinates the Strengthening Civil Society project. She lives in Cali, Colombia.

Gracia Ana Ortiz Ruiz (born 1965), a graduate in business studies and political science, her work has been dedicated to training in different universities and private organisations and in particular training trainers. As an officer at IFOK, she focuses on contributing to building and strengthening networks and to exchanging experiences between organisations, work which is promoted by various German government departments. She lives in Frankfurt am Main, Germany.

Barbara Unger (born 1968), a graduate in political science, specialising in international development, she has designed and run training programmes covering human rights, resolving conflict and environmental management aimed at Latin American, Asian and African audiences. At the time of writing this manual she is a consultant to NGO's (non-governmental organisations) and the German Foreign Ministry focusing on resolving conflict, and she facilitates participatory workshop and other events. She lives in Berlin, Germany.

2. Introduction

2.1. What is ORGANISING AND RUNNING WORKSHOPS?

This manual is a compilation of concepts and tools for planning, organising, putting into practice and following up for a training workshop, putting aside the actual workshop content or specific context.

The manual summarises the important steps in simple task lists and easy definitions to set up a training workshop in a swift, efficient and comprehensive way. It is our intention therefore, to help trainers in their search for the best possible combination of what the participants need and what they, the trainers, wish to convey.

2.2. What is the focus?

The ORGANISING AND RUNNING WORKSHOPS manual is focussed on training adults. The main characteristic of the training workshop is to transfer knowledge and techniques to the participants so that the participants are able to put them into practice.

Human beings instinctively look for positive changes. Learning is a way of initiating these changes and it is more effective if we learn in an all-encompassing way. Therefore, as the trainer, you look for specific tools to facilitate the learning process. Training is not a one-way street, but a mutual learning process involving feedback - nobody knows everything, but everyone knows something and together we know a great deal.

The process, methodology and tools we present are based on three main axes:

Attention to needs:

We apply what we have learned more easily, if what we take on board in a workshop relates to the problems that are of interest to us.

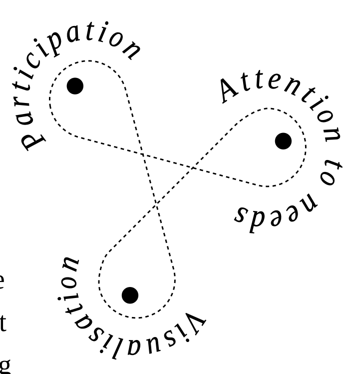
Participation:

Any training process which involves participation increases individual motivation and capacity to learn; so the training is more effective if we have the opportunity to learn through our actions.

Visualisation:

Creating visual examples of proposals, discussions and agreements that come up in a workshop, makes it easier to participate and focus on fulfilling needs.

The workshop objectives came from knowledge and awareness of the participants' needs; participation, as a process, is the most important condition for ensuring that learning does indeed take place; and visualisation is the means by which it is possible.



2.3. Who is it aimed at?

The manual is aimed at trainers, namely:

• The people who are responsible for the organisation and general coordination of the workshop: the coordinators.

• The people who are responsible for leading and introducing a fresh perspective into the material which deals with the workshop content: the moderator

• The people responsible for subject content: the trainers.

It is particularly aimed at people who have taken part in participatory workshops, and who now have the role of workshop trainer. We also hope that the experienced trainers might benefit from the manual. For those who are just entering this field of work, we hope this manual will be a good working tool.

2.4. How do I use the manual?

This manual helps you gain a clear picture of the learning and methodological principles of a workshop. It guides you through the necessary steps and the important features of successful training.

In line with your level of knowledge and experience, the format allows the reader to dip into what ever chapter is of interest. So, for example, if you are a coordinator, you can begin reading the chapters about the workshop, whilst a moderator may start looking at the chapter about moderating, to gain an exact definition of their roles.

This manual does not intend to provide the definitive guide to workshops and you will always adapt the suggestions and recommendations to your own particular needs.

For the manual to be as useful as possible, it contains lists of tasks and detailed descriptions of functions, steps and tools. In addition, we offer a selection of material to suit different workshop situations.

The layout of ORGANISING AND RUNNING WORKSHOPS makes it easy to photocopy sections. It also allows you to add notes or data from other sources in such a way that you can adapt your manual to suit your individual needs and personal taste.

2.5. Where does the focus come from?

Nowadays, the term “training workshop” is used for training events that combine the participants' experiences and needs with the trainers' aims.

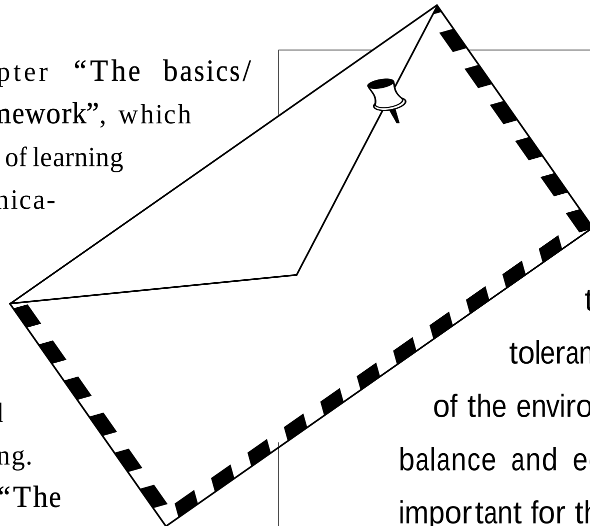
The tools and concepts introduced in this manual came from the methodology developed by the promoters of popular education in Latin American countries and in METAPLAN®, developed by a German team of consultants in the late 1970's.

Many organisations have promoted a participatory and visual learning focus in their countless training events for people from particular cultural backgrounds and in very diverse areas. Trainers from different countries and with different disciplines have combined their personal experiences and have adapted the tools to their needs, continuously fine-tuning them. So now, as you can see from the selected bibliography, there is a good deal of specific knowledge about designing and implementing a training workshop. We have made the most of these sources and our own experience to write this manual.

2.6. What does it contain?

ORGANISING AND RUNNING WORKSHOPS begins

with the chapter "The basics/ Conceptual framework", which includes elements of learning theory, communication, participation and time management that supports the proposed theory of teaching. In the chapter "The training workshop", we first present a number of types of training events and their most relevant characteristics; then we concentrate on the training workshop: the initial idea from which the workshop came about and all the stages to develop the event until the design is complete. The following chapter "Organising a training workshop", is dedicated to the description of the different tasks that need to be carried out and decisions that need to be made so that the workshop can be run. "Running the workshop" provides a step-by-step guide of what happens in the training process and a guide to managing and overcoming the daily pitfalls and needs of the event and the tasks still to be done once the workshop has been run. In the chapter "The training team", we discuss in detail who makes up the team, what skills they need to have and the responsibilities they need to take on to make the training possible. After that, we present "The toolbox" for use during the training. It concludes with the chapter "Problems", which provides a detailed description of the main obstacles that can arise at different stages of the training (before, during and after) and proposed solutions.



Dear reader,

It is important that as trainers we have an open and tolerant attitude and that we are conscious of the environment we are working in. Gender balance and equality in other issues are very important for the well-being within a group.

Learning is a sensitive and complex process that takes time and can be unwelcome because learning means adding to and/or replacing our old ideas, habits and points of view with new ones. This is why, as trainers, we need to behave in an ethical way and with tact and respect towards our participants.

Another element you will find in most of the chapters in this manual is a box with this symbol which is where we summarise the key points that you should bear in mind when organising and running a training workshop.

In some chapters on the other hand, we include a final section called "Recommendations..." in which we provide some suggestions about how to procede when you come to decision-making or what action to take with the different processes of the workshop.

3. Conceptual framework

To be a good trainer, we believe it is important to have a basic idea and understanding of:

- How learning works
- How communication works
- What is meant by participation and how it is achieved
- How to manage time.

Knowing more about these points will help you to design and run a training workshop.

3.1. Learning

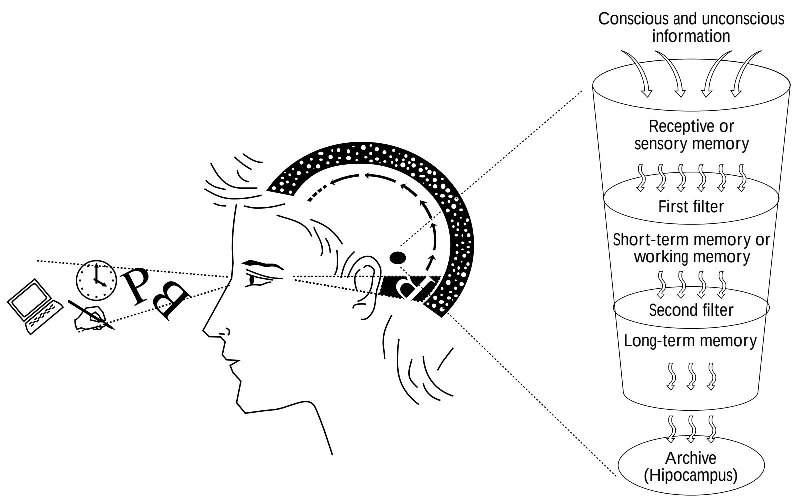
The ultimate aim of all training is that people learn something. The subject of learning is of interest to a number of different disciplines such as medicine, psychology, sociology and pedagogy (the science of teaching). We offer some basic elements of how learning works and how to make the most of this knowledge to strengthen your teaching practice.

3.1.1. How do we learn?

Learning means acquiring information, understanding it, memorising it and putting it into practice. We are constantly gathering information from our surroundings via our five senses, subconsciously or otherwise. In our memory we store the information in groups of images and associations which serve as reference points with the world around us. When we become aware of new information, we compare it with what we already have in our memories and we connect and categorise it with the other information we have already acquired; and so we are building up and enriching our personal experiences. Every time we have to make a decision we refer back to these experiences, which allow us to quickly react and undertake different activities. This allows us to learn, react quickly and improve how we perform our skills.

For example, when we learn to drive a car we make a lot of mistakes: we forget to use the clutch to change gear; we brake suddenly; we stall the vehicle when we brake at a red traffic light if we have not put our foot on the clutch, etc. Once we know how to drive, when we are faced with a red traffic light, we automatically brake in an appropriate way and ultimately put our foot on the clutch without thinking. Our memory quickly links information “red traffic light” with “brake and step on the clutch, because if we do not we will stall the car”.

Adults have a lot of information and previous experiences, which in a learning process we add to and replace with new information. Learning is indeed this process of adding to or putting aside images already memorised and replacing them with new ones. It is a somewhat difficult process of change. The level of resistance depends on the timescale between the existing and the new information.

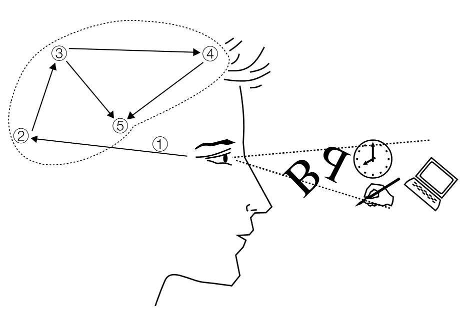


3.1.2. The biological process of learning

Our memory is made up of three parts: reception, short-term and long-term. Learning as a biological process is a chemical reaction in our brain. When we receive new information we first assess it for a few minutes by means of electrical signals in our receptive memory. From here it goes through a very subjective selection process via a filter to the short-term memory. This allows us to retain and gather information for about 45 minutes. The data passes from the short-term memory to the long-term memory via a filter that converts the information, by means of a chemical reaction, into proteins: this is how information is stored in the long-term memory.

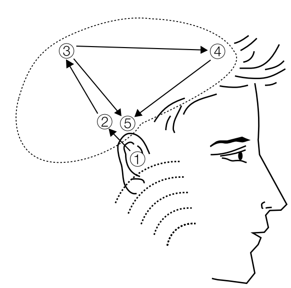
One of the consequences of this process is that after 45 minutes the short-term memory is swamped and, therefore, our capacity to take in more information reaches its limit, so it needs a rest in order to create space once again. This is why we recommend that during a learning session there are breaks of about 10 minutes every three-quarters of an hour. All this effort and the chemical reactions involved in learning burn up a lot of energy. This is why it is difficult for us to learn while experiencing low energy levels; for

The perception of images



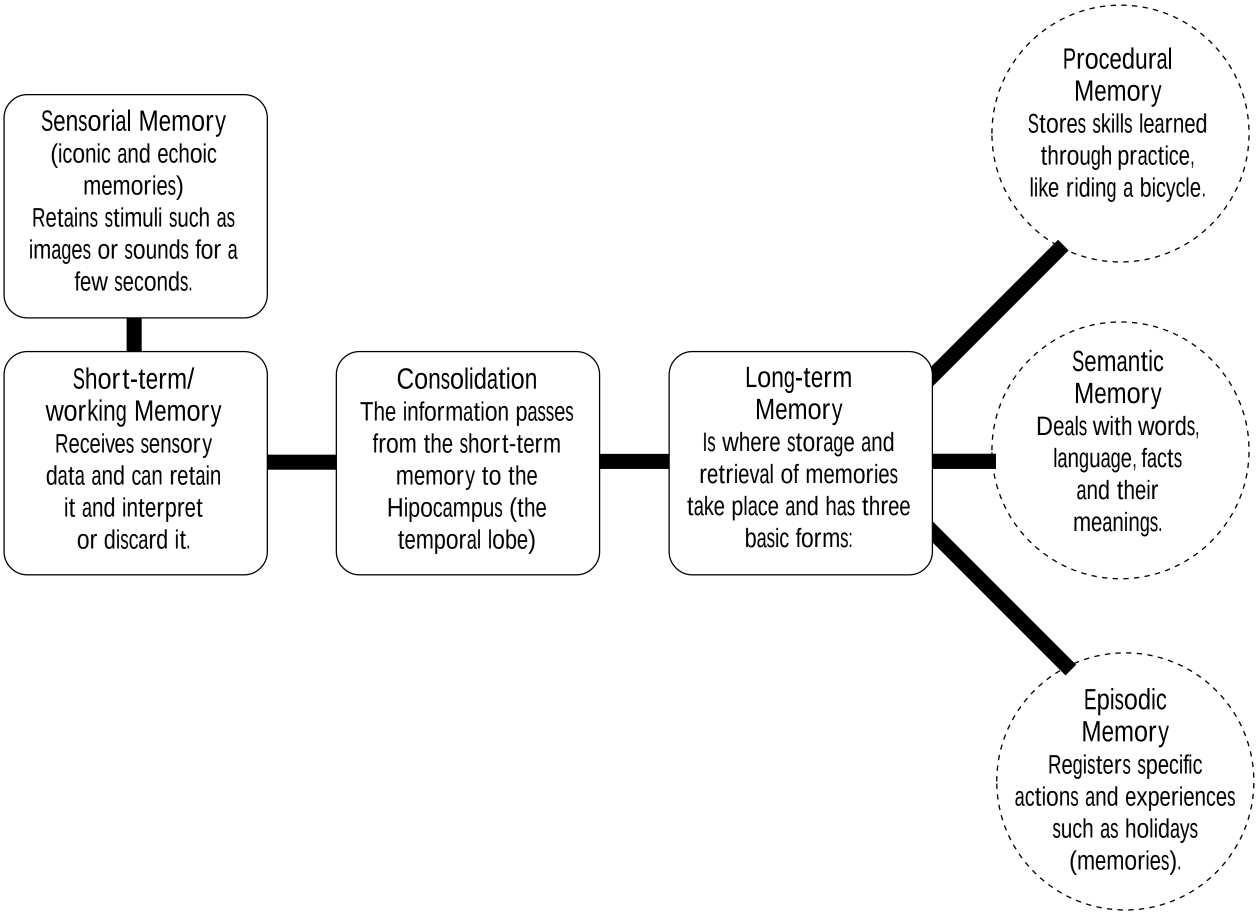
Human beings receive images through the eye's retina; the images pass to the brain, via the optic nerve (1) and on to the visual cortex (2). The information reaches the area of association (3) and there it is compared with what is stored in the frontal (4) and temporal (5) lobes: this is how we interpret what we see.

The perception of sounds



Human beings receive sounds (hear) via the ear (1) and from there the sounds pass to the brain, to the auditory cortex (2). The sounds received pass to the area of association (3) and there they are compared with information stored in the frontal (4) and temporal (5) lobes: this is how we interpret what we hear.

Memories in perception and learning



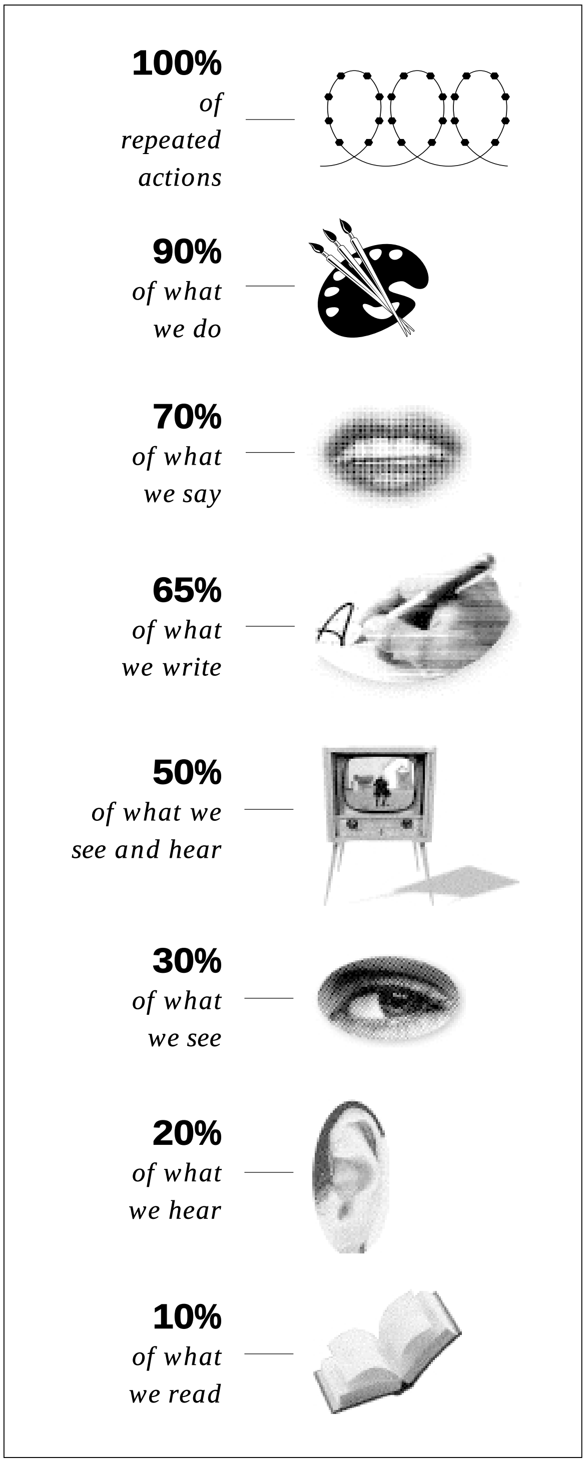
example, when we have slept badly or briefly. We also learn less after meals, because at that time we need our energy for the chemical process required for digestion.

It is not known exactly why certain information manages to pass from the short-term to the long-term memory and other information does not. One conclusion is that the information which reaches the long-term memory is generally information of personal interest or an emotional nature and that this information is connected to knowledge and experience or to a specific situation or information which has been repeated a number of times.

3.1.3. How to support learning for adults

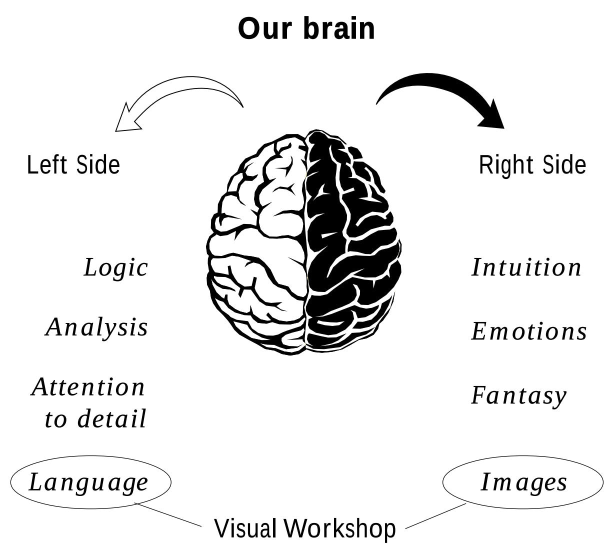
As we mentioned previously, learning is a process of change that causes a certain degree of resistance. The resistance of an adult faced with change is reduced and is overcome when the learning is connected with current personal or organisational needs. It is important for the trainee to understand the need, show a personal interest and see the benefits. We overcome resistance to change when we sense the immediate possibility of putting what we have learned into practice in our personal or in our professional lives. For the trainers, this means that a training objective based on the current needs of the participants guarantees success.

To support the process of change, it is also necessary to use tools that allow the participants to incorporate it into the activities in the training and to acquire personal experiences. Some studies have shown that we retain:



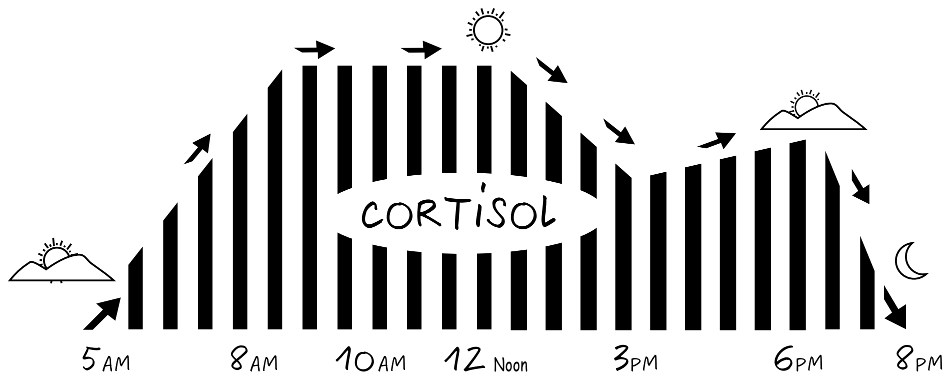
This is why it is important for the trainer to set exercises which put the learning material into practice and in which everyone takes part; so the participants are not simply objects of the process but subjects who contribute their experiences and have their own interests at heart. This is how they effectively build on their abilities and skills and enhance their personal development.

Another factor to bear in mind is the cognitive and emotional facets to learning. Our brain is divided into two parts: the left side is responsible for logic, language, numbers, analysis, thinking step by step and paying attention to detail; and the right side is responsible for emotions, the visual, the intuitive, fantasy, what puts aside detail and allows for contradictions, the side which creates ideas. The left side is the cognitive part of the brain and the right the emotional part.



Most people have one side more developed than the other, usually the left side because traditional learning stimulates this side of the brain more. As a trainer, you need to bear in mind each side and present

Biorhythm
The circadian cycle

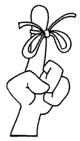


information in such a way that it simultaneously stimulates them both; for example, complement text with drawings or diagrams and develop your explanations to include images that may help with the interpretation and comprehension of your message.

We also recommend using activities that force the participants to give preference to the right side of their brains.

In addition to the above, to support adult learning, the trainer needs to think about the atmosphere of the training venue. This should be comfortable and spacious, avoiding distractions such as noises, physical or psychological obstacles. When setting the timetable, bear in mind the human biorhythm. This is the cycle of higher or lower activity a person has throughout the day. It is regulated by hormonal substances that create a greater or lesser capacity for concentration and physical or mental productivity.

The main hormone that regulates the circadian (24-hour) cycle responsible for the biorhythm is cortisol. The level begins to increase at about 05.00 am and reaches its peak at about 10.00 am; it remains stable until about midday, when it begins to slowly decline until about six in the evening. At which point, it reaches a slight peak and once again decreases to its lowest point between one and three in the morning – and then the cycle begins again. That is why at the planning stage, it is better to programme the sessions that need the most participant concentration in the morning and leave group participatory exercises and activities for the afternoon.



Here's how you make learning easier

- *Let the participants know what the objective of the training is. If they know the aims, they can position themselves in the process and actively participate in it.*
- *Limit the amount of information given at one time. As we mentioned earlier, we can only hold a certain amount of information in our short-term memory.*
- *Allow time for reflection and pace the sessions to suit the participants' abilities.*
- *Combine new information with the participants' experiences. Ideally, new information should contain elements for problem solving.*
- *Alternate activities, for example, follow the presenting with a group exercise using different visual aids, etc.*
- *Bear in mind the level of training the participants have already had and adapt your teaching starting point to their abilities. If you demand something outside of their ability range, your trainees will become disillusioned and de-motivated. The goal of the workshop needs to be met by the participants with their own resources.*
- *Summarise and revise the content, paying attention to the needs of the participants.*
- *Allow the participants time to discuss what and how they wish to learn, particularly with regards the content learning material offered during the training. If you don't allow this freedom, people will have greater resistance to change and will not accept new information.*
- *Think of the training as a multidirectional process. The participants learn from the trainers, but the trainers also learn from the participants' experiences and the participants learn from each other. A trainer must not adopt the attitude of knowing it all. Nobody knows everything, and everyday we learn something new if we have an open mind.*
- *Put what has been learned during the workshop into practice in such a way that the participants can relate to the concepts and as a result will show more interest.*
- *Understand that a workshop is a moment in the learning process. The follow-through and support to apply the material learned complement a true teaching process.*

3.2. Communication

As with learning, communication is a part of our day-to-day existence. We are continually exchanging messages with others and with our surroundings. Communication is passing on information, concepts, feelings and instructions. Even though we might not say anything, we are nevertheless communicating. Indeed, by not saying anything at all, we are communicating a message; furthermore, we send messages through our body language.

The subject of communication is a complex one. Here, we can only give you a small, very general insight into some of the aspects of communication. We will describe Schulz von Thun's communication model and we will look at body language – our gestures, postures and expressions.

3.2.1. Schulz von Thun's Model

All messages need a person who sends out the message (the sender or speaker) and a person who receives that message (the recipient). Fried-mann Schulz von Thun's model, which we will explain in the following example, is based on the fact that each message can be heard as if we had four different ears.

Example

Two people are in a car; the passenger says to the driver:

"The traffic light is green!"

This message is simultaneously interpreted by the speaker in four possible ways, as though he/she had four ears:

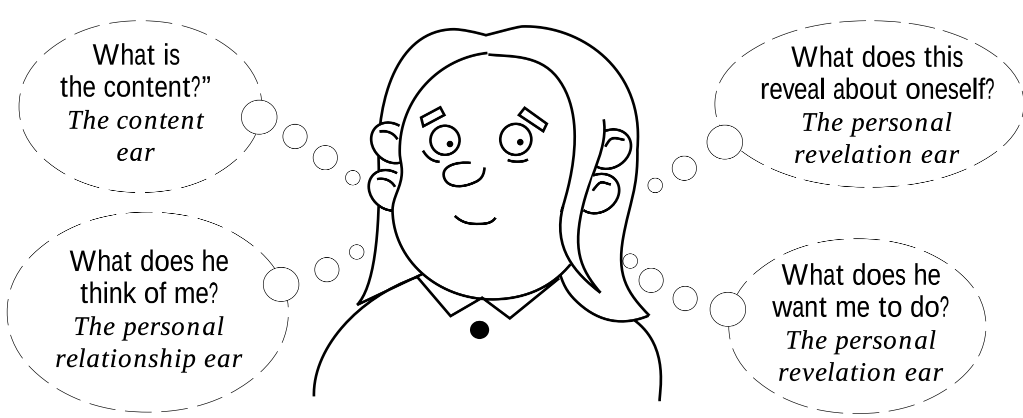
The content ear: With this ear we can hear the content of the message - what has literally been said. In the example, this is "The traffic light is green".

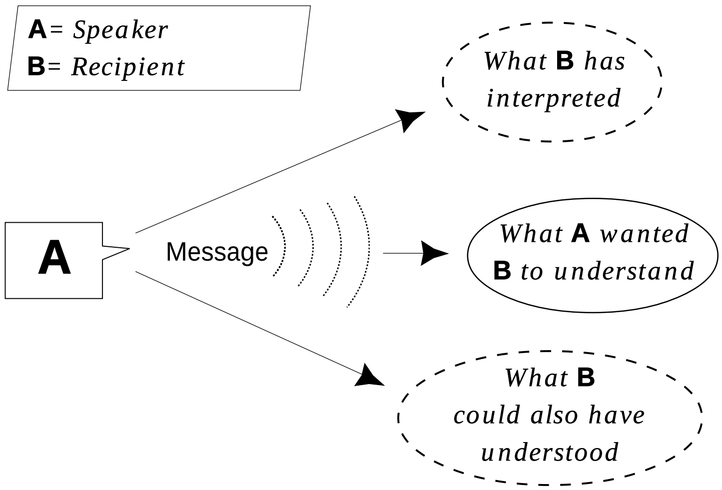
The suggestion ear: With this ear we can hear what the speaker would like us to do. In the example, "accelerate, so that you can get passed the traffic light before it turns red!".

The personal revelation ear: With this ear we hear what the speaker reveals about him or herself. In the example, "I'm in a hurry!".

The personal relationship ear: With this ear, we can hear what the speaker feels about the relationship and the reliance there is on the recipient. In the example, "You need me to help you drive".

Schulz von Thun's Four Ears Model





Our first means of communication as human beings is body language; crying, smiling and gestures are our unique way of expressing ourselves for the first months of our lives; a normal adult cannot help but notice these calls. When we learn to speak, our body language remains intact: we retain gestures, movements and facial expressions and we use them alongside the spoken word. As adults, however, in our daily contact with others, we are slowly losing the ability to interpret these messages and signals that other adults are transmitting through their body and which accompany verbal messages, attaching important information to them.

The messages that are transmitted are not always clear and, therefore, it is difficult to interpret them. The interpretation very much depends on the frame of mind of the recipient. The same message can be interpreted in different ways. Some conflicts and misunderstandings often arise when the recipient has heard the message with one of the ears that the speaker didn't in fact wish to activate. The further away the message understood by the recipient is from what the speaker wanted to say, the greater are the misunderstandings and the impossibility of two-way communication.

This is why members of a training team define which ear they wish to activate by changing their manner, voice, volume and tone so the message is not misunderstood. Equally, they must be aware of what the participants say and how they say it, so that they can differentiate between what the participants have said and what they actually wanted to say.

3.2.2. Body language

Unspoken language, defined by facial expressions, gestures and body movements, confirm, replace or contradict the words we have spoken. To put it another way, our body says as much as our words, whether we like it or not.

It is important for you as a trainer to be aware of the existence of body language and its importance both for giving and receiving information: facial expressions show feelings; posture indicates a particular stance or emotional state; and gestures speak for themselves if only to emphasise what is being said. By paying attention to your surroundings therefore, you will know how to interpret these types of signals that participants might direct to each other and to you. For example, if someone is sitting with their upper body leaning forward, this usually means they are listening attentively; if they are sitting back and with their arms folded, this suggests an expectant attitude.

Although you will certainly have your own personal style when you are in public, in your role as a trainer you should bear in mind the following examples of non-verbal messages that may help you effectively carry out that role.

• Maintaining eye-contact with your audience shows interest and presence; if this is missing, it encourages distractions and de-motivation.

• Joining the tips of the thumb and index finger shows that the speaker is giving information about precise, thorough and specific matters.

• Moving the hand in a cutting-off motion emphasises something very important.

• Hands and arms should be moved at waist level.

• Make sure you are in a comfortable position, relaxed and at ease. A fixed standing position with arms extended parallel to the rest of the body gives an impression of fear and rigidity.

• Rubbing your hands together expresses impatience or anxiety.

• Crossed arms can put a barrier between you and your listener or project a defiant attitude toward the audience.

• Frequently touching your face, scratching your head, rubbing your ear or chin shows insecurity and lack of confidence.

• Hands in trouser pockets with arms close to the body, give the impression that the speaker has something to hide.

• While presenting, use the space available between you and the audience; if you think it is convenient, approach one of the participants to ask a question. Do all this with natural movements that hold people's attention on you and what you say.

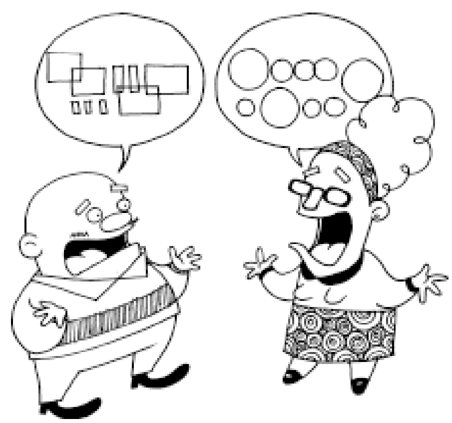
• Exaggerated hand or arm movements give off a sense of impatience and distract listeners.

• Repeatedly playing with a watch, necklaces, bracelets, rings, curling your moustache or hair distracts the audience.

With experience and intuition you will be able to add to this list and include other meanings for what we have included here.

3.2.3. The importance of communication for learning

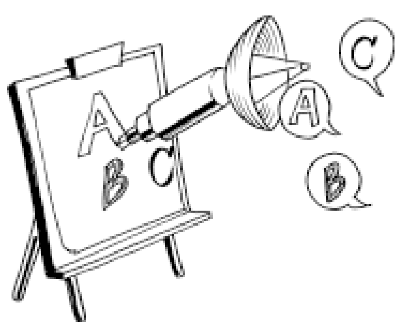
Communication connects or separates people. As well as what we have already mentioned, the tone of voice and personal appearance are other resources which can be maximised to make the training message effective and productive. A particular intonation can ensure that the message is in fact received; another intonation can mean that the focus of attention is on the speaker's manner, thus diverting attention away from the message. For example, if I say "Now we will do the most important exercise in the workshop" but I say it with an inappropriate tone, the participants may interpret the sentence very differently from what is literally said and understand it to be irony or sarcasm.

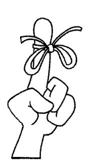


The amount of information that is given is also important. Using a lot of words to say something does not mean you are expressing things better. On the contrary, a lengthy explanation can water down or confuse the message. Many people do not go straight to the point or address the most important issue but give long descriptions and begin to explain ideas that though they may be interesting are not related to the subject in question. It is possible that with carefully chosen sentences you can ensure that the participants are concentrating on the message you wish to convey, before they form their own ideas.

As we will mention later on in Section 8.2, you get your message across more effectively and it will remain with the recipient for longer when you use visual materials. For example, if your message is explaining an exercise that has a number of steps, you should complement your instructions with something visual that details each step that you have mentioned. This provides greater clarity and retention of the procedure.

There can be as much confusion sending out messages as with receiving them. Although many people may appear to be paying attention to your message, they do not actually understand or comprehend its meaning. It is essential, therefore, that the language during the workshop is adequate and appropriate for the cultural background of the participants. Be careful what terms you use, because language that is too elaborate creates a barrier which inhibits communication between the speaker and the recipient.





Although the words you say are important, your body language is your visual presentation of your message, because it reveals what you are really thinking and the way you feel at that moment. It is important, therefore, to pay attention to the signals you are unconsciously sending out; for example, insecurities, bad mood, impatience and in particular, the signals that will distract your audience. It is worth improving your awareness of the signals your participants give off, because these are reliable indicators of the level of understanding and endorsement of what you are presenting to them.

Remember that a good image helps what you say to be taken seriously and, therefore, can have positive effects. An occasional smile to accompany what you are saying is worthwhile. Sometimes, image is worth more than a thousand words.

3.3. Participation

Participation is the main training methodological axis that we present in this manual. We recognise and value the importance of participation as a practice, a condition and a fundamentally necessary activity for any kind of social development.

We will emphasise contextualised participation in a training group. We are convinced that a person can only apply something in the workplace when they have actually experienced something positive and constructive and have achieved good results with it and for themselves.

Under this remit, we discuss in this chapter the idea of participation: what it should be like; the dynamic of a group; how people participate and the advantages and disadvantages of participation in a workshop. In the chapter "The tool box" you will find a variety of materials and activities which will help facilitate participation in your workshop.

3.3.1. What do we understand by participation?

Participating means being part of; taking part in; experiencing the process; owning the information and only then taking decisions to change reality. There are two reasons why it is important that each person takes part and decides on the training process.

• Functional people learn better if, as well as receiving data, they can also contribute their experiences and points of view on a given problem and so feel that their participation contributes to the search for a solution.

• Ethical Everyone has the right to identify and define the changes that they believe to be right for their life. That is why in any training, the participants should be seen as people who can make their own decisions and not just as objects on which changes are imposed. This is only achieved through a structured participatory process.

The basic principal for participation within a workshop is to make the most of the participants' potential, their experiences and knowledge of a subject. To achieve this, it is important to bear in mind how the group is made up; how it works; the amount of knowledge and the way the members of the group gather and process useful information for decision making.

3.3.2. What form should participation take?

The focus of participation in a training workshop should be ever present, across the board and dynamic. This can be achieved by using suitable and efficient processes, in keeping with the profile and needs of the participants.

So that participation in a training process is a positive and worthwhile experience, it should be:

• Active: everyone contributes something to discussions and decision-making.

• Critical: the themes are thought about and analysed in a constructive way and from various points of view.

• Organised: complying with previously agreed rules and format.

• Creative: creating innovative ideas, pooling them together and adding new ideas and associations.

• Fair: each person has the right to participate and everyone involved has the same worth.

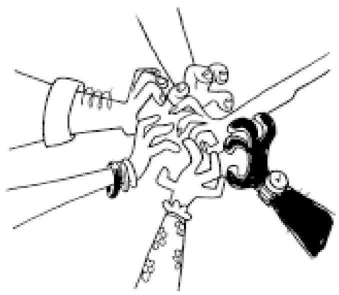
• Precise: defining and clarifying the terms, so that consensual results are reached.

• Legitimate: seeking agreements that everyone can identify with.

3.3.3. What it the group dynamic?

Each group will develop its own dynamic, so no group will behave in exactly the same way. The trainer needs to consider the group as more than just the number of individuals invited.

Someone who takes part in a workshop might initially feel nervous or insecure, because, on the one hand, they are going to be confronted by, and integrated with, other people who they do not know. On the other hand, they are going to experience a process of which they may know something about but do not in fact know whether it will be like that. This state of insecurity can increase if there is a reluctance to change attitudes.[1]



People go through different levels of participation as the workshop progresses and confidence grows. Initially, the people who make up the new group take on a rather reserved and observational role. It is very important, therefore, that the trainer encourages the integration of the group and that he/she is aware of the people who may distance themselves. Integration begins with the first activities when the workshop begins.[2]

The group dynamic, among other things, depends on the size, the personal and professional profiles, where individuals come from, similarities and differences, the length of the workshop, the venue and the atmosphere; for example, having shared accommodation aids integration.

The different stages in the structure of a group, from the first point of contact, are usually:

• **Initial meeting:** during the first few moments of meeting, a person has a series of questions about who the other people are, what they expect from them, what can they contribute and what should they say. Usually there is a concern about being accepted and consequently the way they behave in front of the group.

• **Common interests:** once the workshop has begun the reactions of some towards others manifest themselves, as does a willingness or resistance to agreeing and participating. It is the stage of conflicts, the time to find common interests and establish whether they can get on with each other. The questions are linked with verifying that they have something in common and whether they can agree, disagree, accept or reject others' opinions, work out who takes decisions and what affects the group.

• **Recognition and evaluation of the group itself:** the participants learn to accept their roles and individual positions for the benefit of all, they help the group adjust and there is evidence of familiarity and support.

• **Collective involvement:** when a group becomes a real working team, the participants, as a group, assume responsibility for the tasks, they voluntarily work for longer than planned and they accept mutual feedback in the search for positive results.

• **Transformation or change as a result of new knowledge and experiences:** the team reaches its goals and the decision to continue is a voluntary one.

The dynamic of a group in a training workshop can be positive if everyone takes into consideration from the start:

- Common and consistent objectives through the whole process.
- Clear procedures for reaching goals.
- Rules of the game.

1 See: p.13, section 3.1. Conceptual framework, learning.
2 See: p. 71, section 6.1. Implementing the workshop, the workshop induction.

With a moderator who helps identify the key questions and who provides options to the group, the integration process can be speeded up and consequently the group will work more efficiently.[3]

Participation does not begin immediately, it is a dynamic process that changes and if allowed becomes effective over time. Initially, the group takes an apprehensive stance in which individuals only respond to their own uncertainties. The ice is usually broken when people introduce themselves and the adaptation and incorporation into the group begins; people lose their fears. Following the presentation activity, a first level of familiarity with the participants is established which leads on to asking questions to clarify their doubts. As familiarity increases, the critical level begins, in which the group questions the information it receives, suggests new ideas and proposes alternatives to what has been presented. From this point on, the cohesion of the group is stronger and there is ownership of the participation including self-managing and decision making.

These processes do not only occur linearly. Between stages, the rhythms and emphasis are different. What is more, the process can come to a halt or even reverse according to the dynamic of the group and the skills of the training team.

3.3.4. How do we participate?

The need to be part of a group and the situations that exist in a workshop trigger different kinds of behaviour in each one of the participants. This depends on the individual personalities and the specifics of each event – personal desires and fears, how one feels in relation to the other people, etc.

3 See: p. 90, section 7.7. The training team, The moderator.
4 See: p. 193, section 9. Problems.

The trainers need to recognise these behavioural characteristics, the positive and negative situations that may arise and what they should decide to do to maintain a strong group feeling. Each person is unique and has his or her own way of participating.

The way in which individuals participate, swings between cooperation and competition. There are participants who tend to dominate or impose themselves on colleagues and others who are completely subordinate; some are very active and others are very passive.

In a simplified way, we will distinguish between seven main types of participant, though we are aware there are more: contradicting, bold or know-it-all, indifferent, timid, joker or entertainer and the clown; we describe these six types of participant in the chapter “Problems”.[4]

The seventh type of participant is the positive one. Usually this participant helps the process of the workshop, is accepted by the other participants and can be the point of support to promote the active and creative participation of the group. If as a trainer you identify various people with this characteristic within the group, we suggest you distribute them in the different working parties, to make the most of their interest. You can then rely on them to resolve any conflict within the group. You must, however, avoid favouritism towards these individuals in front of others; you should give fair and open attention and equal treatment to all the participants.

For a trainer who identifies a “difficult” participant within the group, the first step would be to find out the reason: What makes this person behave in this way? Is there something you can add or remove to avoid this behaviour continuing?

The trainer should behave in as friendly and open a way towards the “difficult” participants as to the others, whilst ensuring that their behaviour does not obstruct the participation of the group and being careful not to develop prejudice or reservations about them.

3.3.5. What are the advantages and disadvantages of a participatory focus?

The following are the advantages of developing a participatory focus in the training workshop:

• It mobilises each person’s capacity to consider, analyse and adopt changes.

• It allows each person to take part in the process and, therefore, consider themselves a beneficiary and be responsible for the acquired results and commitments.

• It helps understand problems from different points of view because it involves the differences in each group in terms of age, gender, academic background, ethnicity, culture and experiences.

• It provides the possibility of including alternatives to solve problems.

• It makes learning much more intense and productive because it is joint and shared. Whereas in conventional teaching, one person speaks and the others just passively receive the information.

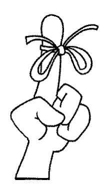
Despite these advantages and the ones that each trainer will have, depending on experience, it is worth bearing in mind some factors that could be considered disadvantages but if they are well managed they become virtues of the participatory focus:

• A participatory workshop requires more time and materials than conventional training (when one person speaks and the others just passively receive that person’s information). The investment of time and resources, however, pays back with good results.

• The participatory process does not happen automatically, because each group is different. What are needed are trainers who are experienced in facilitating this process and who, with the group, will set suitable guidelines so the workshop succeeds and develops. Also, bear in mind that conflicts are intrinsic dynamics for the coexistence of the group, so these situations can be managed and benefit the workshop.

• It is not easy to achieve balanced participation with different personalities, because, for example, some tend to dominate and impose themselves on people and others are very shy. This is why an experienced moderator is needed who, with the right educational tools and agreements, will achieve the best balance possible.

• Creating the ideal atmosphere for participation is subject to a group of factors that depend on each other and should be mixed and added to as appropriate. Learning a subject does not just depend on a good trainer but also on the availability of learning material and the right logistics.



Achieving participation is a challenge that depends on a combination of factors which you are not always able to influence. That is why it is so important for the participants to take ownership of the workshop and participate in its development, contributing to an open atmosphere which generates trust. This way, they also take responsibility for whether the workshop is a success and they participate in finding alternative solutions to problems that arise.

3.4. Managing Time

There are 365 days in a year, that is 52 weeks; if we exclude weekends and public holidays we are left with the actual working days. There are 24 hours in each day.

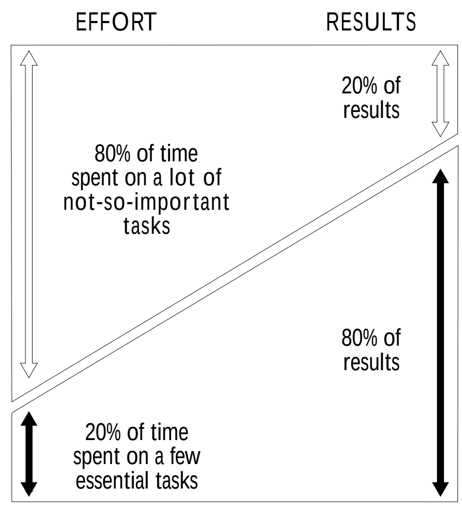
Despite the fact that we all know this and that we know our own skills and abilities, we often commit ourselves to a number of jobs on the same day that will take longer to do than the time available: the day is not interested in how many commitments we might have, it will always contain 24 hours and not a minute more.

Equally, each of those hours will continue to have 60 minutes, although sometimes it feels like there are a lot less; the idea that time goes by fast is due in part to the number of jobs we have to do in short periods of time, particularly when we are faced with the constraints of deadlines.

How do we avoid this situation? To overcome and avoid these difficulties, it is worth taking note of time management or administration.

You must have asked yourself "Why is it that some days two or three hours' work and a little effort are sufficient to meet most of the objectives of the day?" This link between the achieved result and the amount of time invested in it was analysed by the Italian economist, Vilfredo Pareto, more than 100 years ago; this investigation lead him to what today we call the **80/20 Rule**: 80 per cent of what a person achieves (the objectives) is the product of 20 per cent of the time invested in it. The challenge this principle poses is to identify this 20 per cent - made up of a few tasks, which produce the best results - and concentrate our time and attention carrying this out.

The 80/20 rule or Pareto's Principle

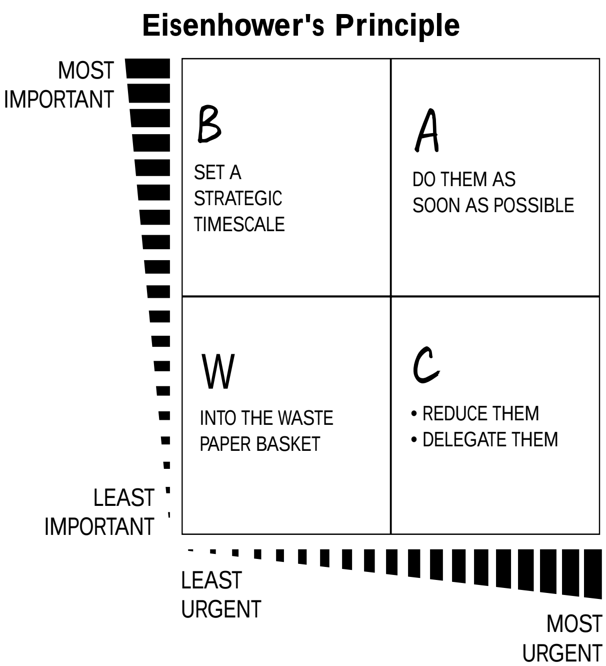


But, how do I identify the really essential and important tasks? Often, after we have completed an activity that we considered to be urgent, we realise that it was not important and it could have waited; that is why establishing the importance of a task is not so easy and it is also a subjective view of the person or group taking the decision.

The main characteristic of an important task is if it is essential to meet the objectives. So the first step towards finding out whether a task is important would be to ask ourselves the following questions: Will this task help me reach my goal? What will happen if this task is not done?

An urgent task, on the other hand, is one which is on our minds because there is a time limit attached to it such as an approaching deadline or something else such as an immediately available resource; the fact that a task is urgent, however, does not necessarily make it important.

Following on, then, the next thing to consider, is prioritising – identifying tasks that are both urgent and important. A practical way to prioritise tasks is the way the US president Dwight Eisenhower did it: everyday he categorised each task by its importance and how urgent it was.



• He put the most important and urgent tasks in the "A" pile and did them right away. They could not be postponed.

• He put the tasks that were very important, but not very urgent, in the "B" pile, and then decided when he would do them or if he could delegate them to someone else.

• He put the less important but urgent tasks in the "C" pile and endeavoured to delegate them or reduce their number.

• The tasks that remained, which were the least important and least urgent, he put in the "W" pile and threw them into waste paper basket.

Applying this hypothesis helps to establish which tasks must be dealt with right away, which can be postponed without putting any objectives at risk, to find alternatives for others and so avoid the danger of leaving important things incomplete because of too many commitments.

Careful follow-up of the next points can be useful to you for organising your time, both in your daily life and when it comes to organising a training workshop:

1. Make a list of outstanding tasks[5] .

2. Decide which objective they are connected with and group them together if appropriate.

3. Study them one by one or in groups and put them in order of importance and urgency (Eisenhower's principle).

4. Establish how much time is needed to complete each activity well and obtain the necessary materials to complete them. Sometimes, taking a few minutes longer on each activity will avoid spending valuable time on other activities further ahead; for example, allocating the right amount of time for a good workshop introduction (meeting participants, presenting the objectives of the programme and finding out the people's expectations and pre-occupations) will save you having to carry out other tasks later on.

5. Draw on your experience, intuition and instinct at all times.

6. Do not put off tasks which should be done immediately, focus on a few of them.

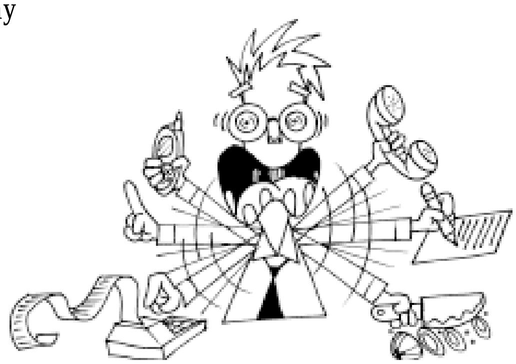
5 See: Organising a training workshop, Example of a work plan for organising a workshop, p. 52.

7. Some activities are dependent on a series of events; this type of task will be satisfactorily completed if it is carried out step by step, bearing in mind the logical order it has. Undertaking some tasks in haste does not lead to meeting objectives.

8. Avoid interruptions and distractions and make sure you enjoy carrying out each task.

9. Effectively delegate tasks which others can do.

But, how do I know which activities can be delegated? The questions: Am I the only person who can do it? and is it solely my responsibility? may help you decide which you can hand to someone else. In any event, be careful when you hand out tasks, because delegating means sharing responsibilities, not off-loading them; remember, you are the one who needs to be sure the job is done.



The following steps may help you make a good decision when deciding to delegate:

• Review the task and the objective it is part of.

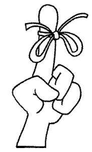
• Choose the most suitable person (the tasks should match their interests, talent and ability).

• Let the selected person know what needs to be done in a clear and all-encompassing way, what is expected and why (activities and objectives).

• Be flexible and realistic with the deadline and do not go into too much detail about how the person should do the job, because they will have their own ideas and experiences; but be sure that they have clearly understood what is required and find out if they have any concerns.

• Provide all the information and materials required to properly complete the task; organise a follow-up session to constructively find out how the work is progressing but avoid interfering. These steps will help ensure that the selected person submits a good job, for which they should be praised and which will no doubt have added to their skills bank. Finally, be sure to bear that person's achievement in mind in future.

Another important topic to highlight when you have fulfilled your commitments is distractions. Nowadays, most work places have various distractions; perhaps the most common is the internet. There are over 62 million websites that offer such a large amount of information that it is impossible to completely understand and take it all on board; it is worth having dedicated areas for checking e-mail or searching for a specific piece of relevant information.



Once you have established which tasks are important and urgent, you are in a better situation to spend your time efficiently (meeting your objective in a sensible period of time).

Task lists, schedules and diaries are just tools that help you to effectively manage your time and productivity. Remember that your brain *has its own memory and that this is the most powerful tool a person has; make the most of both sides of the brain to schedule and meet your commitments.*

When you are in a difficult situation and you are not clear about how to continue to complete your work, the best thing to do is stop, take a walk and think about it or talk to someone about it; do not let the situation get any worse, have a glass of water... It may be that afterwards you will come up with the perfect solution. Trust your instincts and wealth of experience and always make sure you enjoy doing your work.

So that you do not forget your commitments the following could be useful:

- *Set deadlines.*
- *Divide a job into stages that can be carried out one after another.*
- *Visualise your commitments and always have them in view so that you remember them.*
- *Allocate colours to tasks to indicate priority.*
- *Tell others about your tasks and the deadlines.*

When you are faced with a new task, ask yourself how far you can commit yourself in the time period available.

***Remember you can say NO.** This could be healthier than the stress brought on by a hasty 'yes'.*

A good, well-ordered programme, with realistic timeframes is the key to achieving everything within the chosen parameters. Many aspects of the workshop preparation will help with time management when it comes to delivering the workshop; for example, an early evaluation, sending out the proposed programme including the timetable and key information about the logistics and other relevant details, will mean that the participants arrive informed, which will save time when it comes to presenting the content. Equally, if you achieve good participation from the start, many parts of the workshop will flow with minimum time and stress. And, most of all:

Don't leave until tomorrow what you can do today!

4. The training workshop

Although in this manual we will emphasise a specific type of training events - the workshop - we think it is worthwhile to provide a general overview of other kinds of training events or situations, and highlight their value and importance.

Later we will refer to a number of fundamental characteristics of a workshop and throughout the text we will highlight in detail many of the features to bear in mind when planning and developing a training workshop - from inception, to preparation, execution, evaluation and the post-workshop stages.

The responsibility of these different stages of the workshop is in the hands of the team members. The qualities and functions of the members of this team will be explained in the chapter “The training team”.

4.1. Types of training events

A training event usually stems from the desire to help solve a problem. It can take on different forms, from a simple meeting in which a person presents a subject, to a participatory event lasting several days. Choosing which type of event is suitable depends on the training objective - what you want to address, the subject matter and the profile of the participants. In other words, the ‘what?’, the ‘why?’ and the ‘for whom?’. Training events, which we will discuss later and for which there is an unending list, have the following elements in common:

- The need for prior preparation.
- Development using controlled procedures.
- One or more people to lead or moderate the development.

4.1.1. The speech

The speech is the initial presentation of the subject by an expert. It could be followed or accompanied by a discussion with a facilitated session. The purpose is to pass on information to a lot of people in a short space of time, share knowledge in a systematic way, find out what interests your audience and so stimulate the subsequent discussion. The moderator is restricted to introducing the presenter; later on he/she guides the discussion in the session, giving the presenter an opportunity to answer questions from those present. Audience participation is limited because it lessens the impact of what has been presented. To avoid it becoming prolonged and dull, the presentation should be well prepared and delivered and should generate interest. If it is linked with participative materials, the level of audience participation is increased.

4.1.2. The symposium

A symposium is a meeting in which a group of four to six people, trained and experts in their field, deliver brief speeches to an audience. Their presentations are consecutive and provide different angles on a central theme.

The objective is to provide the audience with new and wide-ranging information on a central theme in an orderly manner, clarify interlinking problems and help the audience understand the connection between the different views of the specific theme.

The person who drives or moderates the progress of the symposium needs to know enough about the subject to identify the links that exist between each speech, manage the questions in terms of focus and time, motivate the audience and at the end of the event, provide a synopsis of what has been covered.

Audience participation is limited although they can put forward questions after each presentation and at the end of the event but there is not really a great deal of time for feedback or discussion.

A symposium may last from a few hours to a day. If it is lengthy, it can become tiring.

4.1.3. The round table

The round table is made up of a number of speeches by three to six specialists who have different points of view on the same subject or problem. The conflicting points of view, which may be antagonistic, mean that the information is varied. The success of the round table depends on the knowledge that the specialists have on the theme and the way they defend their positions. The specialists should be selected according to their points of view – these should be different and even opposing. The person who chairs the round table needs to make sure they know the main characteristics of these specialists (domineering, talkative, quiet, aggressive, etc), to be able to keep the discussion lively and encourage different opinions.

At the end, a summary and conclusion are provided, highlighting the mutual points and the differences of opinion between the points of view. If the chair does not manage the table well, there may be unproductive discussions that do not promote learning.

Finally, the chair can invite the public to put questions to those around the table about the ideas presented, making sure the responses do not turn into long discussions. Audience participation is limited because the main discussion of the event is around the table itself, among the specialists. It is advisable to keep the session to less than one hour to allow time for questions from the public.

4.1.4. The panel

In this type of event, a group of three to six experts or people qualified in a subject freely discuss and debate what the chair or moderator puts forward.

Apart from the conversation being informal and spontaneous, in order for it to be successful, the chair must have an in-depth knowledge of the subject to initiate dialogue. The Chair must also ask questions, guide the conversation, introduce questions to keep the discussion on track, be able to overcome possible moments of tension that might arise and keep an eye on the time. Once the expert discussion has come to an end, the chair highlights the most important conclusions and invites the audience to participate.

Participation is limited because usually information is only introduced in the speeches, and if the audience does not have a certain amount of knowledge, they will not be able to take advantage of the discussion. This type of discussion does not always provide efficient learning.

A panel can last between 30 and 60 minutes.

4.1.5. The Conference

A conference is an event involving a lot of people, which is built around an idea, theme or problem with a large amount of content which is defined in advance. The delegates are almost always familiar with the theme.

In a conference, the experts present themes and sub themes at the same time. This means that the delegates cannot attend all the presentations but they can organise their own programme by choosing from what is on offer and what fits in with their interests and needs.

The object of a conference is to provide new knowledge to a wide group of people. Preparation and organisation of this type of event is the joint responsibility of various people in charge of different areas of work. If the group is very large, it should be divided into subgroups with the main subject in mind, so that by the end, the conclusions of each group can be merged. To make the most of this event, in the final session agreements or recommendations must be reached and some kind of commitment formalised.

Given the size, participation is minimal and a group dynamic is not established, meaning that both learning and feedback are limited. The delegates take on a passive role and just listen; as a result, little of the content of the event is remembered afterwards.

The conference organisers' interests take precedence over the delegates' real needs and problems. However, it can make a large amount of information accessible to a lot of people, with institutional backing that can give it credibility.

A conference may last for a day and as long as seven days.

4.1.6. The workshop

It is a collective building space that combines practice and theory on a theme, making the most of the experience of the participants and their training needs.

A limited number of people take part in a workshop. There is collective participation to carry out an active, creative, specific, punctual and systematic job. This is achieved by means of contribution and exchange of ideas, discussions, agreement and other creative standpoints that help to lead to points of view and new alternative solutions to given problems.

The main aim of a training workshop, is that the participants, in line with their needs, reinforce what they have learned through reflection and discussions focussed on the shared concepts and methodologies. To achieve this, a group of people needs to be responsible for organising, facilitating and chairing the training sessions, so that they help and guide the group of participants to achieve their learning objective.

Its great advantage is that it can develop in a group and participative atmosphere. This allows space for exchanging experiences and thus stimulating varied learning. If, however, at the start there is not a clear commitment, the workshop will be in vain.

The duration of a workshop and the number of participants depends on a number of criteria, in particular the need to study in depth and expand on the training theme.

According to what we have discussed previously, while only one expert delivers the speech, various experts are involved in both the symposium and the round table. In the round table the presenters hold differing and opposing points of view, leaving room for debate; in the panel, the panellists freely speak and debate among themselves; and in the symposium, the experts speak separately and consecutively about their own ideas, whether they agree or not, but all connected with a central theme, so that at the end of the event that theme has been thoroughly covered.

Once any of these events has finished, it is possible to provide an informal space for debate. In such an event, the moderator can invite the participants to hold a discussion about what has been debated. At this stage, the presenters can attend or not, as they choose.

The conference and the workshop both last days, they are expensive and require a lot of organisation. This means that they depend on financial backing from organisations with an interest in the subject.

From here on, we will concentrate on the type of event we are concerned with, the training workshop.

4.2 Creating the training workshop

This chapter covers the necessary conditions and the required steps for designing a good training workshop and provides genuine solutions to given problems.

The creation of the workshop includes the following steps:

- Preliminary analysis of need
- Key questions for planning
- Who the participants will be
- Schedule format
- Follow-up format

Most of these tasks are the coordinator's responsibility.[1]

4.2.1. Preliminary analysis of need

Training is a step towards the solution of a problem. That is why, before planning the workshop, it is worth studying the causes of the problem and identifying the possible routes that lead to the solution.

The creation of a workshop begins with evaluating the needs of the beneficiaries or those affected by the problem. These people not only include potential participants of the training event, but also those who hold an interest in positive change, even though they may not be the ones who directly receive the training.

It often seems easy to identify the problem; for example, there are times we believe the problem is “lack of money” or “lack of management”. Only through shared and realistic examination and reasoning that address the needs of men, women and children, can we measure the extent of the problem and identify the right conclusion – among a number of possibilities – that ensures the proposed alternative process will indeed lead us to resolve it. Training means that the participants will improve their knowledge and build on their ability to find solutions to their problems, using the appropriate methods available to them.

1 See p. 87, Section 7.6 The Training team. The coordinator.

Example

The law in certain countries grants the indigenous communities the right to special community development funds. If one of these communities does not know how to access these resources, they may decide to employ a specialist to manage these funds and represent the community in discussions with the authorities. This "solution" is one of the possible ways of dealing with the matter, and the result is reliable. Alternatively, if the community better analysed the situation, it could have chosen a more permanent solution: train some of the members on the fundamentals, the procedures and conditions relating to the management of the resources that the community wants to acquire. This solution allows the community itself to acquire the knowledge and skills needed to take such a procedure through to a conclusion as often as necessary and at the same time develop a new strength that makes the community more autonomous in its liaison with the State.

Preliminary analysis is the responsibility of the institution or organisation involved in carrying out the training, or of a person contracted to organise and prepare the workshop. Whoever has this responsibility is called the coordinator.[2]

4.2.2. Key questions for planning

With the preliminary analysis the basic information is gathered to create and plan the workshop. It is worthwhile, however, checking and double-checking the need for the training, using the following questions as a guide:

Why have the workshop?
What is the current situation and what is the desired situation?

It is worth justifying the workshop, analysing and valuing other options for solving the problem and reaching the desired change.

Why have the workshop?
What are the desired results?

It is worth defining clear and realistic objectives, indicating who should be developed, how and why build on their knowledge and skills at a particular time. We differentiate between a prime objective – what general process is the workshop contributing to – and from this the specific objective.

Who is the workshop aimed at?
Who are the people who will attend the workshop?

The first step is to decide on the ideal profile of your participants. Then compare the actual profile of the people who wish to attend. This will help adapt the different components of the workshop.

What is the workshop content?
What knowledge do you wish to convey?

We distinguish between subjects that the participants are and are not familiar with. In the first instance, the workshop will focus on the exchange of experiences and on building common ground. In the second, there will be input from experts to stimulate learning.

How is the workshop run?
What are the right tools and methodology?

Learning depends on didactic planning, so the choice of tools needs careful consideration.

2 See p. 87 Section 7.6 The training team, The coordinator.

Who is the workshop run with?
Which institutions will run and support the workshop?

Usually there is an institution responsible for this, but to increase the effects of the training it is worth looking for links with other organisations.

Who makes up the training team?

We will explain the roles and responsibilities of each member of the training team in the appropiate chapter.[3]

When does the workshop take place and how long should it last?
What are the dates?

You need to be sure that dates of the workshop do not coincide with public holidays or other special events and that the length of the workshop suits the kind of participants that will be attending.

What resources does the workshop require?
What resources do you have already?
What resources need to be brought in?

When compiling the budget, include each and every activity and requirement of the workshop, how much they cost and identify possible sources of finance.

How much time is needed to prepare a workshop?

It is worth being objective when calculating the time needed for each of the preparatory tasks. It is also worth beginning far enough in advance.

Where does the workshop take place?
What place and which specific venue?

Issues such as the place and the surroundings for the workshop can favour or jeopardise the event. That is why they need to be suitable for achieving a good group atmosphere.[4]

A workshop is often part of a series of training events. In such an event, you will consider the previous experiences and will share yours with the people organising the following event. This way you can adapt the focus and content of the training on an ongoing basis.

4.2.3. Who the participants will be

As with all workshops, you will have a defined participant group or a group that fits a specific profile.

In the case of the former, they could, for example, be people who all work for the same kind of organisation. In this case the programme and the activities are adapted to this particular group. One example is a strategic planning workshop for members of the X Foundation.

In the second case, you may have the opportunity to define the participant type and from there you will create the workshop structure. For example, a training workshop on carrying capacity on visited areas for the eco tourism department or section staff of an invited organisation.

The criteria to consider when defining the participants' profile are the following:

3 See p. 83, Chapter 7. The training team.
4 See p. 44, Section 5.6. The workshop venue.

The person's actual role:
Their connection with the subject matter, their autonomy, their influence within the organisation and their seniority. For example, when choosing participants for a workshop based on accounting and administrative issues, it is desirable to invite the person responsible for accounts and whoever is responsible for procurement.

The organisation that the participant represents:
Depending on the objective of the workshop, you will opt for similarities that will enrich the exchange of experiences. To develop some themes it is worth a variety of organisations taking part including government departments, non-governmental organisations and businesses, for example, a workshop on environmental management methods and techniques. Also remember to include all the appropriate organisations when dealing with a specific subject.

The existing experience and knowledge the participant may have of the subject material or problems being looked at:
Check whether, to achieve the objectives of workshop, everyone in the group needs to have the same level of knowledge and experience or not.

Motivation and attitude towards the subject material, the methodology and attendance at a participatory training event:
This is a difficult area to influence but should be considered when compiling the invitation or announcement. Ideally, the people who attend the workshop should do so because they are interested in the subject and because they want to, rather than because they are instructed to do so by their superiors.

Gender:
We recommend a gender balance in workshops because when this occurs the impact is usually greater, although there are fields of work where this balance is difficult to achieve. The invitation should clearly state what can be expected in this respect and how it might be achieved, for example, by providing childcare facilities to enable women to attend.

Age:
Depending on our age, we might have different ways of expressing ourselves and different experiences that may enrich debate in a workshop but, as with gender, working with the subject matter is the main focus.

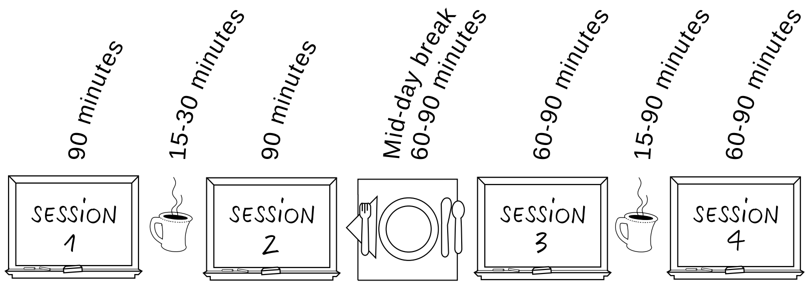
Cultural background:
For some themes, contribution and exchange are essential including the participation of representatives from different regions, cultures and ethnic backgrounds.

Number of participants:
The right number of participants depends on the dynamic and materials being used in the workshop. The ideal number for a participatory workshop is between 15 and 20 people. Many workshops will have more. Remember though, that quantity does not mean quality - the larger the group, the less time available for each person to contribute and actively participate in a workshop.

Deciding the on the number of participants also has an effect on the cost and effectiveness of the workshop. There will be a negative effect if there are either too many or too few participants, because there are some costs that are not directly dependent on the number of participants, such as the trainers' fees, which, if they are more than a certain amount, the need for costly solutions may arise.

4.2.4. Compiling the programme

Compiling the programme requires the best possible



Structure of a workshop day

combination of the above criteria, in such a way that it motivates and satisfies the needs of the participants.

The most effective stimuli in an adult workshop are the relationship between the subject or problem in question, the methodology being used and the possibility of applying what has been learned.

The format that we propose can be developed along the following lines:

a. Defining the subject focus and methodology of the workshop and drawing up the first draft of the workshop agenda

Divide the main theme into relevant sub-themes and find the appropriate materials for working on these themes, bearing in mind the group characteristics mentioned earlier and use this to draw up the first draft of the agenda.[5]

b. Drawing up the first programme format

Ideally, develop a modular structure that adapts easily to the theme, the time available and the tools. There are a number of tools for dealing with the same theme; choose the most suitable for achieving your objective.

c. Deciding on the order of the subjects and the methodology

The understanding of a subject is improved if existing knowledge is linked to new information and if the simple is linked with the complex; this also encourages active participation. It is worth alternating between active and passive sessions combining plenary sessions, group work and individual work, leaving enough time for individual reflection and extracurricular discussion. This allows the participants to absorb the subject matter.

At the beginning and end of each activity be sure to summarise by putting the theme into context, thus maintaining a thread throughout the whole workshop.

d. Define the evaluation process

Evaluation is a process of critical analysis of the different components and of the workshop as a whole. It is therefore worth planning ongoing evaluation and evaluation at the end of the workshop.[6] How often continuous assessments take place, depends on the length of the workshop. If possible, carry out evaluations at the end of each day to establish shortcomings and errors and to

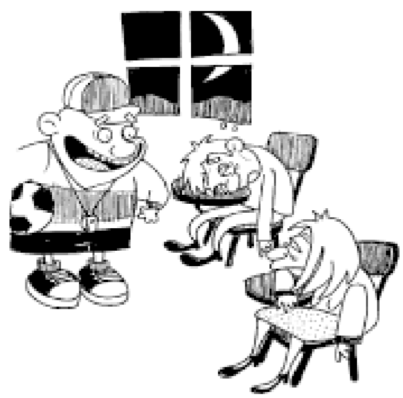
5 See p. 55, section 5.10.4. Organising a training workshop, Example of a workshop agenda

6 See p. 73, section 6.1.5; p. 77, section 6.3.3. Implementing the workshop - on going evaluation; workshop evaluation

foresee difficult situations or reinforce positive points in the workshop. The results of the evaluations affect the ongoing process of the workshop.

e. Setting the timetable

When setting the timetable for each day, remember that we are more receptive if the days are short.[7] It is therefore worth limiting the sessions to a total of six hours per day, spreading them out along the following lines: two sessions of 90 minutes in the morning with a break between each; then a rest at mid-day for an hour or an hour and a half, and finally two sessions in the afternoon, again with a break in-between.



The start and end times depend on the customs of the participants, on the weather and the venue conditions.

As well as each person having their own biorhythm,[8] as we mentioned previously, people generally have better concentration in the morning and less in the afternoon. That is why we recommend planning the sessions that require greatest concentration in the morning and find a way of raising the dynamics of the afternoon sessions.

If the workshop lasts longer than a week, it is advisable to plan light-hearted sessions and/or a rest day. For example, have an evening out or a party, get to know the area or organise cultural visits. This also aids group interaction.

f. Other points

When planning the programme you should also include the technical equipment requirements, the opening times of the places that may be visited, as well as other points that may arise depending on the type of workshop you are planning.

At this stage, it is also worth thinking about possible alternatives, devising what is known as a “plan B” for each activity in the programme, in case the original plan is thwarted. From experience we know that there is an alternative for each need. The detailed programme will be put together with the training team once all the above criteria have been analysed and defined.

Defining the follow-up

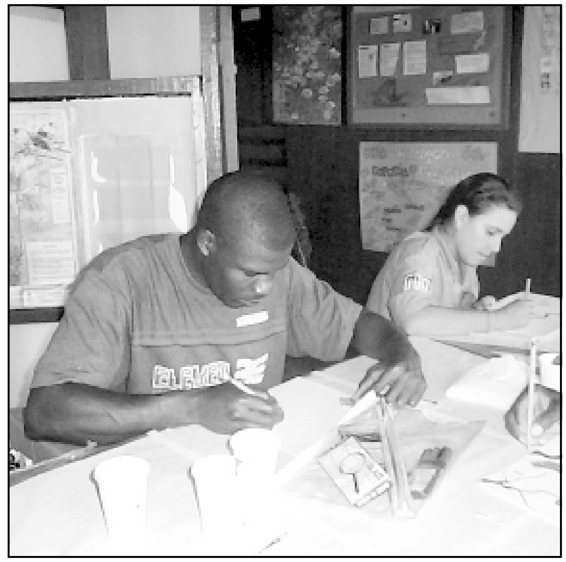
Follow-up is a key part of the workshop although often, little attention is given to it. The learning process does not end with the workshop; therefore, if there is interest in holistic learning, it is worth thinking about what mechanisms and resources are needed to achieve a follow-up to find out how the participants apply what they have learned and shared, or at least have some contact with them and know about their experiences after the workshop.

Once the workshop has finished, there are usually two things that can be done: the first is writing a technical and financial report about how the workshop was run, and the second is sending out documentation or a report. We suggest that at this stage of planning the workshop, the follow-up is decided upon; we recommend two options that can be combined:

[7] See: p. 13, section 3.1. Conceptual framework, Learning.
[8] See: p. 17, section 3.1. Conceptual framework, Learning.

Post-workshop written evaluation

This is done using a postal or emailed questionnaire. At the same time you can establish whether the goals have been met. First, you should have a clear objective for the evaluation and let the participants know during the workshop that you are going to do this and when and how it will take place.



Intermittent contact

The coordinator makes contact with the participants to establish how useful the workshop has been and what are their current needs. This is also agreed during the workshop. At the same time you can check if they fulfilled the goals set in the workshop.

Permanent pre-arranged contact

This can be between the participants themselves or with the training team and is to support and check the fulfilment of the goals.

Support

It is advisable that someone be assigned to supporting the participants in completing the post-workshop tasks. Announce this during the workshop and devise a timetable. Ideally, the person with this role should attend the workshop.

Support via the internet

If all the participants have access to the internet, it is the most modern way of providing support. It requires good preparation and particular logistics. To achieve this, create a forum in which the participants can continue discussing the relevant subjects, supporting each other. You can also contract someone to support this forum. With the right equipment, this is the most cost-effective method.

Follow-up workshop or meeting

To reinforce learning and find out how things have progressed, you can organise a get-together. This exchange of experience can last between half a day and several days, depending on the need and how you wish to set it up. You can use a few key questions that will help and guide the participants to reflect on the benefits, difficulties and gaps that exist since the training process.

5. Organising a training workshop

Preparation is the key to a successful workshop. To a large extent, careful organisation of a workshop guarantees that everything goes according to plan and with minimum difficulty.

Once the conceptual phase has taken place, in which the objectives, the selection criteria for the participants, the themes, methodology, tools and the preliminary programme have been defined, you can begin to organise the workshop.

Thinking about the following points will help you organise your training well:

- The work plan.
- Selecting and contracting the training team.
- Setting the dates.
- Inviting the participants.
- The budget.
- The workshop venue.
- Selecting and organising the venue.
- The necessary materials.
- Preparing the day prior to the workshop.

5.1. The work plan

The first step in organising your workshop is to draw up a work plan,[1] making the following clear:

- The organisational stages and the tasks.
- The time each task requires.
- The person responsible.
- The deadline for each activity.

From the list of activities, identify the daily tasks and make a work plan as follows:

- Calculate the time each task will take.
- Analyse the importance and urgency of each one and identify which are a priority and which can be delegated.[2]
- Build in 'cushioning' time for unexpected circumstances.
- Create a timetable.

The tasks need not necessarily be carried out by the same person; various people can and should be appointed. This allows those responsible to focus on their commitments and the workshop coordinator to maintain overall control of the organisation.[3]

5.2. Selecting and contracting the training team

The workshop coordinator selects and coordinates the training team and decides how the team should be made up. The criteria and tasks that correspond to each member of the group are looked at in detail in the chapter "The training team".

1 See P. 52, Section 5.10.1 Organising a training workshop, Example of a work plan
2 See P. 27, Section 3.4 Conceptual framework, Managing time
3 See P 83, Section 7 The training team

When selecting members of the team, it is worth:

• Keeping in mind the skills and knowledge that each person should have and the duties they will be responsible for.

• Identifying the people with the above characteristics. You can check the information these people provide, by contacting other institutions or people in the sector. Create a directory with this information.

• Getting in touch with the people you have identified. From this point on, it is essential to clarify the duties and responsibilities for each person. Occasionally, someone you contact may help establish contacts with other similar people.

• Agreeing terms and conditions of work and deciding whether a contract is necessary.

5.3. Setting the workshop dates

The length of the workshop is governed by the proposed objectives and the budget available. It also depends on the time the team and participants have available, because, as a result of the position and responsibilities many people have at their place of work, they may not able to be away for long periods. With this in mind, along with the workshop content, an appropriate duration of the workshop is set.

When it comes to setting the date, be careful to avoid clashes with public holidays and other activities that may be of interest to participants.

5.4. Inviting the participants

5.4.1. Announcement

The main purpose of the announcement is to reach the desired participant profile groups characterised by terms such as gender, ethnicity, age, academic background, work experience, etc.

Initially, an announcement is made at institutional level providing information about the objectives and thematic content and suggesting the profile criteria for selecting participants.

The announcement gives the first impression of the workshop and the organisations responsible for it. This is why it is worth dedicating a lot of careful thought to it and prior to production, remember the following:

• Who the appropriate person is in an organisation that the invitation should be addressed to (exact position, duties, office, etc).

• Decide which person or persons sign the announcement: the representatives of the organisations and funding bodies involved, the coordinator or both.

• Prepare information in advance that should accompany the announcement: including background, objectives, general framework of the workshop, information about the organisations involved, the draft programme,[4] the dates, the venue and perhaps a questionnaire.

[4] See P. 65, Section 5.10.9 Organising a training workshop, Example of a preliminary survey

• The announcement should be sent out far enough in advance that the potential participant can set aside the time for the workshop. If you send it as a letter, consider the distance and communication difficulties between the sender and the potential participant.

• Outline the enrolment conditions: cost if any and means of payment, the commitment of the participants, deadlines, etc.

The announcement can be sent by conventional post, by fax or email.[5] Experience has shown us that it is better to send the first announcement by conventional post. Subsequent contact and invitations can be made via which ever means is most convenient and fastest.

5.4.2. Enrolment

Specify a deadline for enrolment on the workshop, which ideally should be four to six weeks before the training. You will then have enough time to adapt the programme to the profile of the participants who have enrolled. Confirmation can be speeded up using the telephone. Be clear in recommending that the participant puts aside time to attend the entire workshop. With the enrolment you can create a directory of participants.[6]

5.4.3. Confirmation and preliminary survey

Send a personal invitation as confirmation to the participants who have enrolled. This can be accompanied by a preliminary survey using a questionnaire that explores the level of knowledge of the workshop theme, the participants' needs, expectations and possible contributions he/she might make. If necessary, you can ask the participants to bring to the workshop material about the organisations they come from, such as publications, maps, posters or videos. You can also establish logistical information; for example, special dietary requirements, technical equipment, or what time and by what means of transport they will arrive. This survey allows you to adapt the organisation and the programme of the workshop to the profile and needs of the participants.

5.4.4. Contact prior to the workshop

It is worthwhile contacting the participants about a week before the workshop, to advise them of the final programme and to confirm information about the venue, the start time, the arrival process and the reception; provide them with a map of how to get to the venue and with other information that seems appropriate, such as details of suitable clothing for the climate or the workshop (for example, boots, torches, waterproofs, sun cream, hats, etc, for field trips).

5.5. Budget

The size of the budget ultimately defines the duration of the workshop, the number of participants, the ability to contract trainers, the availability of technical equipment and the logistical provisions and standard of accommodation. In accordance with the primary

[5] See p. 60 Section 5.10.6 Organising a training workshop, Example of an announcement of invitation

[6] See p. 69 Section 5.10.11 Organising a training workshop, Directory form

and essential requirements, preference is given to certain expenditure, to succeed in covering the cost of the total spending on the workshop. A list of expenditure includes, among other things, the following costs:

• Professional fees, possible travel and food and accommodation expenses for the training team, for attending the workshop and for meetings prior to the event.

• Hiring the meeting rooms and equipment, including computers, overhead projector, multimedia video projector and other equipment you may require.

• Cost of travel, food and accommodation expenses for the participants that the workshop will cover, such as flights, overland transport, river or sea passage or a combination of different modes of transport, transfer between air and land terminals. Establish whether part or all of these expenses can be met by the organisations backing the participants or by the participants themselves.

• Materials that need to be purchased (such as paper, marker pens, cards, notebooks, pens, glue, printer cartridges, printing paper, flip chart or any other items that the workshop, depending on its specific nature, may require). Also include in the budget the relevant transportation costs of these materials.

• Other services (such as telephone, fax, internet access, photocopies, film processing, translation and equipment for simultaneous translating, etc).

• Transport for excursions or field trips and expenses these will incur.

• Taxes that must be paid on top of expenditure such as fees, food and accommodation etc. Keep in mind these additional expenses because often they are not included in quotes or estimated costs.

• Unexpected expenses: usually, allow a margin of five to seven per cent of the total budget.

This preliminary budget should be approved as early as possible by the bodies financing the workshop, so that you can continue to focus on the necessary activities.[7]

As the organisation of the workshop progresses, each item of expenditure is established, being careful not to go over budget. Keep the receipts for each expense in line with the requirements of the funding body, making sure you have made the appropriate tax adjustments, if required. If this is necessary, we recommend you list the expenditure so that at the end of the project your expenses will be in order.

Once the workshop is over, close the accounts and prepare a financial report.

5.6. The workshop venue

5.6.1. Conditions

The ideal location for a workshop should have the following attributes:

• A main conference room with between two and five small rooms in close proximity for group work. If the venue does not have this many rooms, parts of the main conference room and other spaces, such as gardens, wide corridors and lobbies can be used. Be sure, though, that any such areas are suitable for group

[7] See p. 68 Section 5.10.10 Organising a training workshop, An example of a budget form

work. One of these additional rooms could serve as an office.

• Appropriate technical infrastructure – public telephones, power sockets, audiovisual equipment, internet access, etc. If the venue does not have all the necessary equipment, be sure to find what you need or look for alternatives.

• Appropriate lighting: windows that let in natural light are essential because it is healthier and more comfortable than artificial light. Also, windows should have curtains or blinds to darken the room for slide shows and videos or for use if the sun reflects too much on the work areas. If the workshop has artificial lighting, ascertain in advance that the lights work and that they are adequate.

• Be close to the accommodation.

• Be easily accessible: have easy and inexpensive access to public transport; be a place which all interested parties can get to with minimum inconvenience. If there is no public transport to the venue, you should hire transport services to ensure the safe and timely arrival of the participants and the training team.

• Be quiet and safe enough to allow those involved to concentrate on their work.

• Be close enough to services that may be required, such as film processing, photocopying, medical assistance or the recreational activities.

5.6.2. Workshop conference room

The conference room must have:

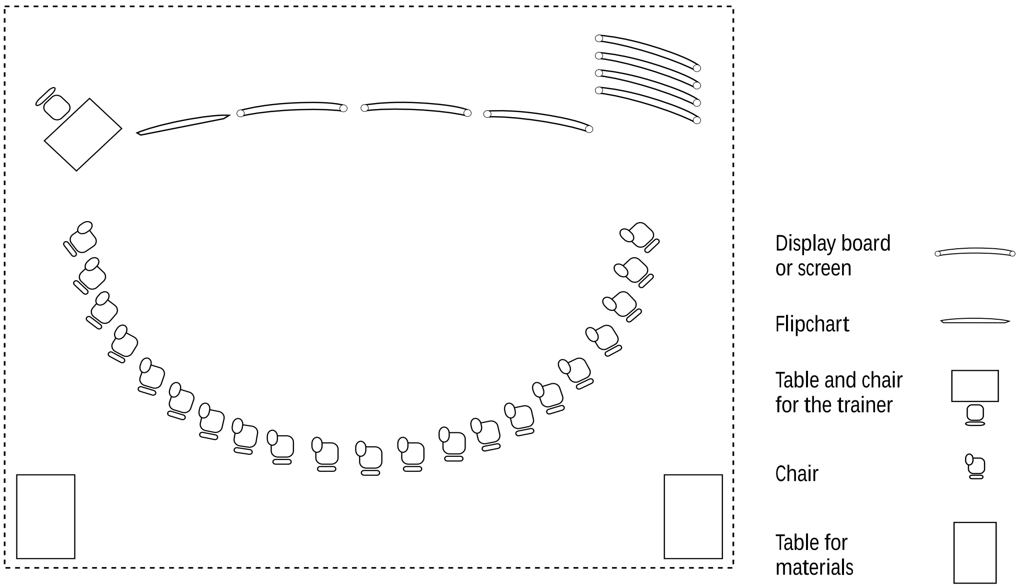
• Sufficient space: a room for a group of 15 people should be ten by seven metres (70 metres squared); for a group of around 25 people it should be approximately 15 by 10 metres (150 metres squared). We suggest you avoid long rooms. The space should be free of obstructions; for example, no pillars or columns in the middle of the room that obstruct visibility.

• Adequate air circulation and temperature: the ideal temperature for a meeting room is 22 degrees centigrade (71.6ºF) and it is advisable that the area is well ventilated with fresh air. If air conditioning or heating is unavoidable ensure that the temperature is constantly at the ideal level and try to ventilate the room with fresh air whenever possible, for example, during the breaks. Where possible, avoid drafts in the conference room.

• Comfortable and flexible seating and light tables, so the set-up can be altered according to the needs of the workshop: we recommend putting the seats in a single semi-circular row or ‘U’ shape, enough for those present and removing excess seating. There should be enough space between the chairs; the space between the participants and the display board or flipchart should be free of tables and other objects, providing the activity does not demand a different set-up. We recommend using chairs with a built-in table or providing the participants with a surface to lean on to allow them to take notes. Two or three tables are required to put materials on.

The main workshop meeting room should have the following characteristics:

Example of the layout of furniture and equipment in the training room



- Good acoustics and sound proofing between rooms or areas where other events may be taking place to avoid interruption or interference with the training process.

- Walls or freestanding surfaces for hanging posters so that they can be seen when necessary. Ensure when hanging posters you do not damage the walls.

- Close to toilets, office, group work rooms or areas, the dining room and the refreshment/snack areas.

5.6.3. The workshop office

It is worth having a room that can be used as an office and that is as close as possible to the conference room. Ideally, this office should have a computer, printer, telephone, email, access to a photocopier and a fax. This space can be used for having nearby lists of the most important contact details (for doctors, airlines, travel agents), workshop timetables and exact plans, telephone directories and other useful information. This office can also be used as a store for visual materials and technical equipment.

5.6.4. Accommodation

The balance between the available budget and comfortable surroundings will determine the choice of accommodation. Ideally, it should be quiet, clean, have comfortable beds, have the necessary facilities for the climate, surroundings and customs, because if someone feels uncomfortable there or does not sleep well, they will not able to participate fully in the workshop.

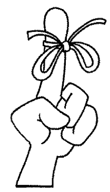
5.6.5. Food

Just like the other spaces, it is worth having the dining room close to the main conference room. Suitable food for a workshop is light and varied and allows for participants' possible requirements. It is important that the refreshments and the meals are served on time to avoid delays in the timetable.

Agree in advance with those responsible for catering where and when food should be provided. Make sure that there is water and hot drinks (for example, coffee) available close to the conference room. If possible, provide local food and products. Needless to say, make sure the hygiene and quality of the food is acceptable.

5.6.6. Communication

The participants may want to contact their homes and offices; and being able to do this contributes to the feeling of well-being of the group. A public telephone is therefore necessary for making local and long distance calls, as well as internet access. If this is not possible, a mobile telephone or whatever means of communication in the area could serve this purpose. It is also advisable that the organisers of the workshop have the right kind and number of prepaid phone cards for the system available; our experience has taught us that the participants will be grateful to be able to purchase them.



We know it is very difficult to find a venue that fits all the criteria for each workshop. You will therefore have to balance the cost with the advantages of the venue. Costs can be reduced by using alternatives; for example, two workgroups carry out their tasks in the conference room; or eat in a nearby restaurant and offer fruit and food as refreshments which are organised by the training team. You can also book twin rather than single rooms but take care and be tactful when allocating people their rooms. The information acquired in the preliminary survey can help establish who could share with whom or whether you leave the choice to the participants.

We recommend you make a list of criteria for choosing the most appropriate venue for the workshop. Book and safeguard the chosen venue as early as possible but be aware of any penalties if the workshop is cancelled; if this possibility exists, it is better to choose a venue that accepts this risk without any charge.

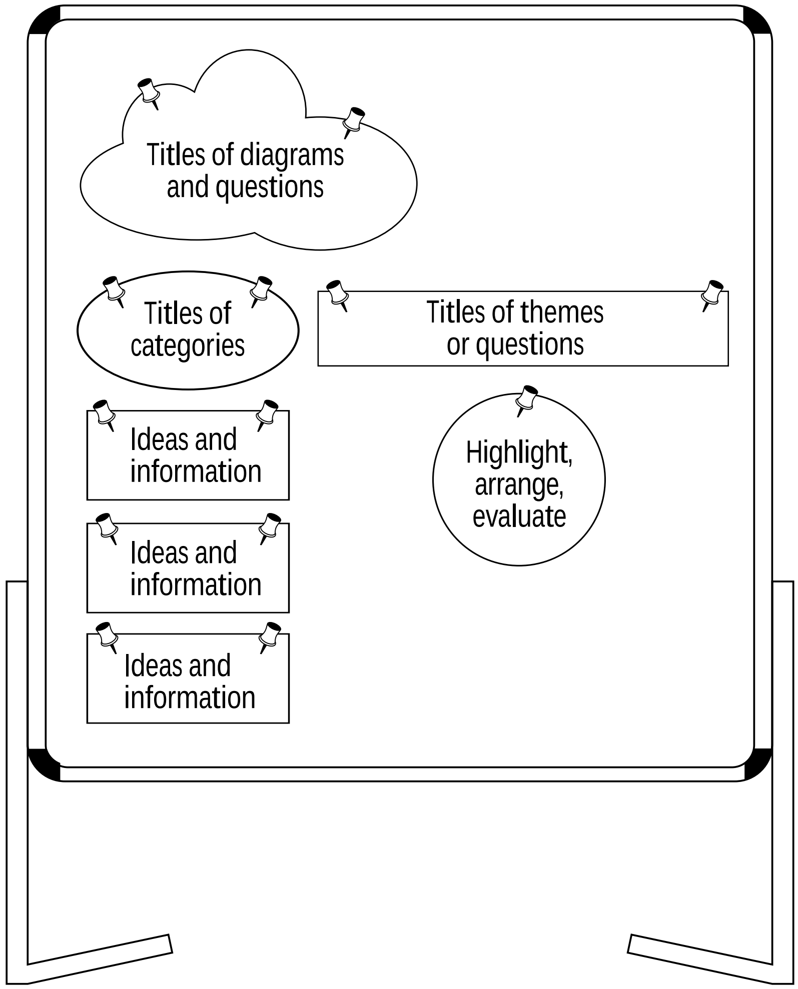
We recommend visiting the venue beforehand to be sure it fits the training criteria. If the person coordinating the workshop cannot travel, he/she can contact people who are able to check that the venue meets the criteria. When making the preliminary visit, you should decide with the management of the venue, on the previously mentioned list of logistical requirements.

Spending should be cautious. Excessive luxuries can give an inappropriate impression of the funding organisations. The most important part of the workshop is the training, integration and harmony of the group. This is also achieved through creative and innovative ideas and by making the most of the natural and cultural characteristics of the venue without going as far as having exaggerated luxuries or lavish events.

5.7. Materials

For a participative and visual workshop along the lines of what we propose in this manual, the materials referred to below are required. If circumstances and/or availability means you cannot obtain these, it is possible to find suitable alternatives depending on the workshop and the participants.

Display Board Sample



Depending on the duration and number of participants, we recommend you have the following:

- Display Boards: The use of display boards in a visual workshop is essential; for a workshop of 25 people it is ideal to have around 15 portable boards. These are light panels, with a metal or plastic frame and a working area of about 120 by 150 centimetres, on which you can easily attach and remove cards; the advantage of this surface - which can be made of cork, expandable polystyrene or felt – is that you can use drawing pins to attach cards.

Although the number of boards mentioned is the ideal, what is important is that you have a surface available (it can be a brick or wooden wall, or an improvised surface) on which to attach posters so they are permanently visible. If this is the case, three or four panels or boards may be sufficient. If this lower number of boards is not available, some polystyrene panels about five millimetres thick will serve the purpose of displaying the exercises, essentially, because they are light and portable.

- One or two flipcharts and sufficient paper: approximately five to ten sheets per day, depending on the tools being used.

- Kraft / brown paper for covering the display boards: about 20 sheets per day. The sheets should be cut to fit the size of the display boards of polystyrene boards.

Cover the surface of the boards with the dull surface facing up; this makes it easier to take good photographs.

• Stiff paper or cards in different colours and shapes: the number and dimensions of the materials required in a visual training workshop are specified in the list of materials that we have included at the end of this chapter.[8]

• Marker pens: at least one black marker pen per person (refillable, if possible), and approximately 12 coloured pens including blue, red and green to highlight information. Warning: avoid marker pens with round nibs because the writing is not easy to read (use chiselled nibs) and remember the recommendations about the use of colours.

• Other materials: such as pins and pin cushions, different coloured labels or adhesive paper, glue and sticky or masking tape, scissors, stapler, hole punch, paper clips, pencils, pens, note books, calculator, printing paper, folders and materials for compiling a photo storyboard, acetates or transparencies with appropriate marker pens for writing on them, labels for writing the names of the participants and the training team, film and batteries for the camera and possibly the video camera; sweets and toys for the planned activities, such as a ball, a soft toy animal, a whistle or bell, a watch, dice, a first aid kit and materials you may need depending on the theme of the training workshop.

It is a good idea to organise the material in boxes or cases; this way it will be easy to see and you will notice when something is missing.[9]

[8] See P 53 Section 5.10.2 Organising a training workshop, List of workshop venue requirements
[9] See P 54 Section 5.10.3 Organising a training workshop, List of materials…

5.8. The day before the workshop

The day before the workshop takes place is very important for finalising many parts of the organising stage that may still be incomplete and establishing whether you may need “Plan B”. The person in charge of the coordination of the workshop ensures that the other members of the training team are present from that day.

The training team meets up and addresses any outstanding issues relating to the workshop: revises and adjusts the general programme including materials and equipment needs – checking it is in good working order – additional academic support and logistic details. Then everyone revises and adjusts the script for the first day[10] and finally draws up the agenda.[11]

The agenda is the chronological description and order of different activities that take place each day, setting out the time allocated for each item. The relationship between these activities and the training objectives, together with your experience and common sense, serve as a reference to establish how long each day will last. The continual display of the agenda means that everyone knows the different themes being covered, what timetable they are working to and it helps to make the best use of time. It also gives an idea of the results for each day. Be conscious of the circadian cycle[12] when compiling the agenda and try to dedicate mornings to the activities which require most creativity and intellectual effort.

The allocation of time in the programme and in the agenda is a delicate business, because activities almost

[10] See P 86 Section 7.5 The training team, The script
[11] See P 55 Section 5.10.4 Organising a training workshop, Example of a workshop agenda
[12] See P 17 Section 3.1.3 Conceptual Framework, Learning

always take longer than planned. The training team, using their experience and focussing on the aim of the activity itself, will make proposals and agree what is the right amount of time for presentations, group work, visits, excursions and full sessions not forgetting enough time for breaks and meals.

Usually, for the first day of the workshop, various activities need to be programmed in connection with the opening of the event - introducing the participants, the objectives and expectations, the methodological decisions and the general information relating to the event; all of these require enough materials of the right quality[13] and/or equipment in good working order that should be prepared in advance. Remember to allow enough time so that these points are perfectly clear; this way you will save time during some of the development stages of the workshop. If you think it is necessary, have rehearsals.

Sometimes, workshop venues display posters to advertise the event. The organisations responsible for the event may have their own posters, banners or hoarding. If you do not have this material you can prepare a 'welcome' poster which includes the name of the workshop, the dates and names of the bodies involved in setting up the event. Make this very visible, for example, display it at the entrance of the workshop conference room.

It is important that the coordinator agrees with the sponsoring organisations whether they will take part in the opening session, and establishes equipment needs for their contribution. Make enquiries so that you have time to put the resources in place.

If necessary, clarify any social activities that may need to be included in the welcome programme. It could be a drink or a cocktail that is offered once the formal opening has taken place or at another appropriate time; for example, in the first break, during lunch or on the first night. In any event, take advice from the sponsors.

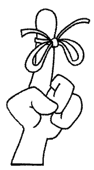
As almost certainly some of the participants may arrive that day before the workshop, the coordinator will be occupied with greeting them and settling them in; if necessary, he/she will personally make informal introductions to the training team. If anyone has not received the information sent to the other participants, this is the time to give it to them, reminding them of the importance of reading it carefully.

Those responsible for the logistic details liaise with the whole team to be aware of their needs and to ensure all the technical resources are in place, that materials are where they will be needed, that the conference room has everything in place[14] and that they organise their work space.

13 See p. 54 Section 5.10.3 Organising a training workshop, list of materials . . .

14 See p. 44 Section 5.6 Organising a training workshop, The workshop venue

Usually the administration team at the workshop venue designates a person as your point of contact to arrange times, hiring services or other logistics; ideally, that person should be present on this day to confirm the process of events.



The impression on the first day of the workshop often determines how the workshop will go; this is why it is essential to pay great attention and be objective to the preparation of the day. The decision about what to do should be consolidated the day before the event begins. This way, the training team, under the management of the coordinator, prepares – using the agenda and script – and puts the following in place: materials, presentations, technical equipment, workshop conference room, announcements, contact with other people and social time; all this depends on the type of workshop, the focus of the training and the availability of resources.

The preparations are in place, the preparation stage of the training is complete and you know exactly what to expect the next day; wherever possible, avoid leaving preparation tasks for the following day. Once this day is over be sure to go away and rest without any tasks outstanding or issues to resolve. And remember the saying: "don't leave until tomorrow what you can do today". Success awaits you . . . Sweet dreams!

5.9. Advice on organisation

- Never lose your calm. Organising a workshop is easier with a detailed plan of tasks and alternative solutions included in a "plan B". We have never come across a workshop that has gone 100 per cent according to plan, so there will be changes you did not expect, even with good planning.

- Communicate: if in doubt, it is best to be sure that something is being done rather than assuming it will be done as expected. An extra phone call to confirm something is better than regrets after unpleasant surprises.

- Be creative! If the budget does not stretch far enough, you can always find an alternative solution.

- Remember the organisation does not stop once the workshop begins. During the workshop you need to check and double-check that things are going according to plan. If necessary, the programme or logistics can be adapted as required keeping in mind which are the key activities and which are the secondary ones.[15]

- Remember the sayings: "practise makes perfect", "nobody is born perfect" and "learn by experience". Organising a workshop should be approached as a learning process: if something does not turn out well the first time, it is sure to be better the next time. Once we have done something, we will always see ways we could have done it better. But to learn, we need to have an open and self-critical approach.

[15] See p.27 Section 3.4, Conceptual Framework, Managing time

5.10. Templates to help with organisation

5.10.1. Example of a work plan for organising a workshop

Work plan

Task	Person responsible[16]	Time required	Over what period of time[17]	Deadline before workshop[17]	✓
First needs analysis	Coordinator	8 hours	1 week	6 months before	
Define objectives	Coordinator	4 hours	1 week	6 months before	
First contact with co-sponsoring bodies	Coordinator	8 hours	2 weeks	6 months before	
Prepare budget	Coordinator	16 hours	1 week	5 months before	
Election and undertakings of moderators	Coordinator	48 hours	2 weeks	5 months before	
Establish the objectives according to the needs analysis	Coordinator and moderator	4 hours	1 week	5 months before	
Fix the theme according to the objectives	Coordinator and moderator	2 hours	1 day	5 months before	
Draw up a preliminary programme and methodological design	Coordinator and moderator	8 hours	1 day	5 months before	
First contact with trainers	Coordinator	24 hours	1 month	4-5 months before	
Select and visit workshop venue	Coordinator	24 hours	1 month	3-5 months before	
Define the participant profile to make a preliminary list (of who to invite)	Coordinator and moderator	24 hours	2 weeks	4 months before	
Invite the organisations which the potential participants are linked to	Coordinator	24 hours	1 week	3 months before	
Definitive selection of training staff and their undertaking to attend workshop	Coordinator and moderator	4 hours	1 day	3 months before	
Formalise undertakings with training staff	Coordinator	24 hours	2 weeks	3 months before	
Design the programme and methodology	Coordinator, moderator and trainers	48 hours	1 month	2-3 months before	
Decide what equipment is required and arrange it	Coordinator	16 hours	2 weeks	1-2 months before	
Recruit and contract support team	Coordinator	24 hours	2 weeks	1-2 months before	
Check results of the invitation and chase if required	Coordinator	8 hours	1 week	6 weeks before	
Enrol participant	Coordinator	6 hours	1 week	4 weeks before	
Confirm participants' enrolment	Coordinator	8 hours	2 days	3 weeks before	
Final clarifications and agreements with the venue	Coordinator	2 hours	1 day	3 weeks before	
Confirm attendance of all the trainers and moderators and send them all new information (list of participants, etc)	Coordinator	8 hours	3 days	2 weeks before	
Buy and arrange all workshop materials	Coordinator	36 hours	1-2 weeks	3 days before	
Prepare the start of the workshop	Coordinator with training team	8 hours	1-2 days	1-2 days before	
Training team meeting	Coordinator with training team	3 hours	Afternoon before the workshop	Afternoon before the workshop	

16 The coordinator can delegate parts of these tasks and/or consult others to obtain the information.
17 Replace these entries according to the date of your workshop.

5.10.2. Format of list of workshop venue requirements

List of workshop venue requirements

- ☐ Large room for full sessions
  - ☐ metres squared
    - ○ with natural daylight
    - ○ no obstacles obstructing vision
    - ○ appropriate temperature
    - ○ suitable seats and light tables
- ☐ 2-5 additional rooms for group work.
- ☐ Safe and quiet venue.
- ☐ Easy and inexpensive for participants to get to.
- ☐ Appropriate venue 'house rules'
- ☐ Flexible catering
- ☐ Appropriate, good value food using local products
- ☐ Comfortable and clean accommodation
- ☐ Short distances between the main meeting room, the group work rooms, the dining room and accommodation
- ☐ Public telephone, mobile or other means of communication and prepaid phone cards
- ☐ Fax
- ☐ Internet access for email
- ☐ Photocopier
- ☐ Equipment for the workshop:
  - ○ Flipchart
  - ○ Boards or screens
  - ○ Overhead projector
  - ○ Multimedia video projector
  - ○ Projection screen
  - ○ Slide projector.
  - ○ Video camera, video player and television

5.10.3. Format of materials list required for running a visual participative workshop

List of materials required for running a participative visual workshop

For a workshop of one week with 20-25 people, you will need:

- [ ] between 10 and 15 boards or screens
- [ ] 1 or 2 flipcharts
- [ ] paper for the flipchart: about 5 to 10 sheets per day
- [ ] Kraft / brown paper: about 20 sheets per day

different coloured (pale)card:

- 1,200 rectangular (10 x 20.5 centimetres)
- 300 oval (11 x 19 centimetres)
- 50 rectangular (10 x 55 centimetres)
- 100 circular (some 14 centimetres diameter and others of 19.5)
- 50 circular (9 centimetres diameter)
- 20 in the shape of large clouds (25 x 42 centimetres)

- [ ] pins/drawing pins: about 700 with large heads
- [ ] 4 to 5 pin cushions:
- [ ] 200 sticky labels (19 millimetres) in different colours
- [ ] 12 glue sticks
- [ ] 1-2 still cameras and possibly a video camera
- [ ] a bell or whistle to help control the time
- [ ] 2 rolls of sticky or masking tape
- [ ] 3 pairs of scissors
- [ ] 1 stapler
- [ ] 1 hole punch
- [ ] paperclips
- [ ] pens and pencils
- [ ] notebooks
- [ ] 1 calculator
- [ ] 1 pack of printing paper
- [ ] folders
- [ ] photo storyboard materials
- [ ] acetates or transparencies
- [ ] marker pens for writing on acetates or transparencies
- [ ] sticky labels or similar for name badges
- [ ] film and batteries for the camera
- [ ] toys and sweets
- [ ] first aid kit
- [ ] 25 black marker pens (refillable)
- [ ] 12 blue, red and green marker pens
- [ ] specific materials for the workshop theme
- [ ] name plates or sticky labels
- [ ] clock
- [ ] gifts or prizes for competitions, raffles and activities

5.10.4. Example of a workshop agenda

Agenda

A Practical workshop on evaluation tools for an
effective management and carrying capacity in public areas

Otún Quimbaya Sanctuary, 18 to 24 November 2001

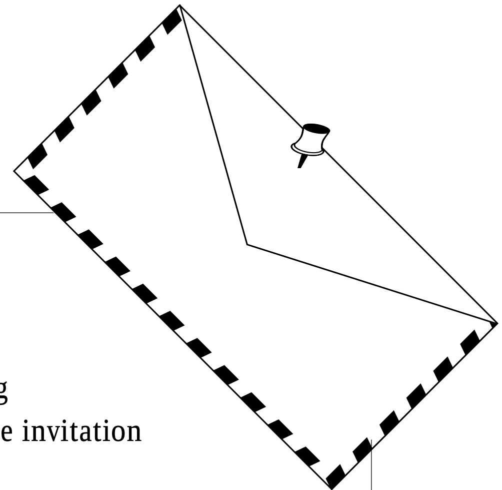
Day	Time	Duration	Subject	Summary of proposed content	Responsibility	Method
Sunday 18	Morning		Participants arrive from outside Cali.	Meet in WWF offices: Carrera 35 No 4A-25, Barrio San Fernando; tel: 558 2577	Faizuly C, Andrés Trujillo Chaba	
			Travel from Cali to the Sanctuary.	In three vehicles (WWF, La Red and a hired vehicle). Those arriving at Pereira transfer to Ecosueño (Calle 25 N° 6-57; tel: 333 9955).	Naikoa, Chaba and Andrés	In vehicles from: • WWF • La Red • hired
			Arrive and settle in at the Sanctuary.	Accommodation and welcome	Alejandra and representative from the Sanctuary	
	Mid-day		Lunch			
			Introduction to the Sanctuary flora and fauna.	Welcome and presentation by the Sanctuary director, Andrés Rivera	Andrés Rivera	Presentation
	Evening		Dinner			
Monday 19	07.30	1 hour	Breakfast			
	08.30	15 minutes	Opening the workshop	Welcome participants. Introduction to the Workshop, background and objectives	Carmen Candelo Ivonne Mejía Chaba	Presentations
	8.45	75 minutes ($1^{1/4}$ hours)	Participant introductions and expectations	Activity for participant introductions	Carmen Candelo	Group activity
	10.00	30 minutes	Introduction to the programme and methodology	The agenda content, how each theme will be approached, workshop rules and announcing logistics. Gather expectations and compare them with the workshop objectives and content	Carmen Candelo, Naikoa Aguilar. Faizuly Cerón.	Visual presentations
	10.30	15 minutes	Coffee			
	10.45	120 minutes (2 hours)	Conceptualisation of ecotourism	Terms and respective meanings linked to the theme. Synthesis of related terms. Distribution of materials	Alejandra Romero and Chaba	Presentation, group and full session work
	12.45	90 minutes	Lunch			
	14.30	2 hours	Ecotourism: background and advances in the political and legal arenas	The political and legal context of ecotourism in Colombia and internationally. Contribution of Colombian policy document on Ecotourism in the country. Advances of sustainable tourism in Colombia.	Ivonne Mejía	Presentation and group work
	16:30 p.m.	15 minutes	Coffee			

Day	Time	Duration	Subject	Summary of proposed content	Responsibility	Method
Monday 19	16.45	1 hour	Summary of subjects covered.	How are we going to continue to build on and incorporate these concepts and context within our institutions?	Carmen Candelo	Group discussion
	18.00	45 minutes	Preparation for the next day	Introduction to the training themes of carrying capacity and permissible limits. What are we going to do, how and why?	Naikoa Aguilar Carmen Candelo	Presentation
	18.45	15 minutes	Evaluation of the day			
	19.00		Dinner			
			Information exchange - part 1		Chaba and Ivonne	
Tuesday 20	7.30	45 minutes	Breakfast			
	8.30	$1^{1/4}$ hours	Preliminary visit to the paths	Field trip along the paths as visitors would: lianas and wetlands. Guided walk.	Naikoa, Andrés, Sanctuary guides	2 groups follow 2 routes along 2 paths.
	10.00	15 minutes	Coffee			
	10.15	$1^{1/4}$ hours	Preliminary visit to the paths	Field trip along the paths as visitors would: lianas and wetlands. Guided walk.	Naikoa, Andrés, Sanctuary guides	2 groups follow 2 routes along 2 paths.
	11.30	25 minutes	analysis of the route	The participants comment on their experiences during the field trip. Description and general comments	Participants	Full session
	12.00 noon	2 hours	Lunch			
	14.00	1 hour	Induction and evaluation of paths	How to use: a compass, measuring tape. How to carry out an analytical review of paths (physical and environmental conditions, management and interpretation) and why it needs to be done	Naikoa and Andrés	Presentation and mini-workshop (the use of instruments)
	15:00 p.m.	2 hours	Practical exercise: measuring paths	Surveying and analysing paths. Each group to study one of the selected paths in depth, as an example of evaluation	Naikoa and Andrés	Team work with field guides, shared responsibilities
	17.00	15 minutes	Coffee			
	18.00	1 hour	Full session covering the day's work	Each group presents its observations on the work carried out so far and what factors it considers relevant for the study of paths. Following on from these presentations, the groups can add elements to consider in their analysis.	Naikoa and Andrés. Supported by Luis A. Camargo	Whole group discussion
		15 minutes	Quick evaluation of the day		Carmen Candelo	Full session
	19.00		Dinner			
			Exchange, part 2	Exchange of information and materials among participants.	Alejandra and Miguel	

Day	Time	Duration	Subject	Summary of proposed content	Responsibility	Method
Wednesday 21	07.30	1 hour	Breakfast			
	08.30	$3^{1/2}$ hours	Measuring and analysing paths, continued.	Conclude the survey and analysis of the paths. Each group concludes the work by completing a field form, writing an analysis report and describing the condition of the path (critical points, special management points) and an interpretative analysis report on the paths.	Naikoa and Andrés, supported by Luis A. Camargo	Plenary discussion.
	12.00 noon	$1^{1/2}$ hours	Lunch			
	13.30	1 hour	Example of calculating the capacity	Example of normal calculation by CCF and CCRA using data gathered in previous survey	Naikoa	Presentation
	14.30	2 hours	Practical application exercise	With the data collected in the field, the CCF and CCR of each of the Sanctuary paths is calculated	Naikoa and Andrés	Group work and plenary presentation
	16.30	15 minutes	Coffee			
	17.00	$1^{1/2}$ hours	Analysis	Discussion of the results and the methodology used. Participants express their opinions and individual ideas on applying the methodology.	Naikoa and Carmen	Individual reflection and sharing analysis with the whole group
		15 minutes	Evaluation of the day			
	19.00		Dinner			
		45 minutes	Working group meeting	How are we going to continue?	Chaba, Ivonne and Carmen	
Thursday 22	7.30	1 hour	Breakfast			
	8.30	1 hour	Introduction to the management effectiveness study	Theoretical methodological frameworks for calculating the effectiveness of management: definition of range or areas and methods of evaluation.	Naikoa	Presentation with feedback
	9.30	15 minutes	Coffee			
	9.45	$2^{1/4}$ hours	Research information for the management effectiveness study	Based on the 'Guía del Anexo 1', find and analyse written information, carry out interviews and use other means to obtain data relevant to each of the points being evaluated within the effectiveness management framework.	Participants	4 working groups, gathering information from primary and secondary sources.
	12.00 noon	$1^{1/4}$ hours	Lunch			
	13.30	$2^{1/2}$ hours	Continue research	Based on the 'Guía del Anexo 1', find and analyse written information, carry out interviews and use other means to obtain data relevant to each of the points being evaluated within the effectiveness management framework.	Participants	4 working groups, gathering information from primary and secondary sources.

Day	Hora	Duration	Subject	Summary of proposed content	Responsibility	Method
	16.00	15 minutes	Coffee			
	16.15	2 hours	Presentation of the information gathered	Presentation and discussion of the results: each group presents a brief summary of their findings and their own preliminary analysis.	Participants	Group presentations and plenary discussion.
	18.15	30 minutes	Where are we in terms of the points analysed?	Which of the analysed points is the most vulnerable in my organisation and why?	Participants	Individual reflection and group discussion
	18.45	15 minutes	Quick evaluation of the day		Carmen Candelo	
	19.00		Dinner			
Friday 23	07.30	45 minutes	Breakfast			
	08.15	2 hours	Analysis based on the methodology of effectiveness management	Using the analysis of the information gathered, each group evaluates each of the points examined in Methodological Guidelines in Appendix 2	Participants	4 working groups
	10.15	15 minutes	Coffee			
	10.30	$1^{1/2}$ hours	Presentation of the results	Each group proceeds to present the results obtained, following the data summary master. At the end there is time for discussion	Participants	Presentation by each group and full session discussion
	12.00 noon	$1^{1/2}$ hours	Lunch			
	13.30	2 hours	Management Effectiveness (ME) and Effective Carrying Capacity (CCE) of Otún Quimbaya Sacntuary flora and fauna.	Final calculations of the effective carrying capacity – CCE – of Otún Quimbaya Sanctuary flora and fauna	Naikoa	With the final grid as a guide, build and define the ME of the area – full session.
	15.30	15 minutes	Coffee			
	15.45		Final conclusions	Analysis and discussion of the methodologies and results: application possibilities, projection, strengths and weaknesses	Carmen Candelo	Discussion in full session
			Final evaluation and close			
	19.00		Dinner		Chaba	
	20.00		Surprise!			
Saturday 24	08.00	1 hour	Breakfast			
	09.00		Depart the Sanctuary			

5.10.5. Template of invitation or announcement



Invitation

Organisations that are inviting
Programmes or projects taking part in the invitation

Name of the workshop

A short sentence that describes the workshop objective

Name of addressee
(an individual or open to various colleagues)

Dear friends,

We are pleased to invite you to the (name of workshop) workshop . . .
The purpose of the workshop and who it is aimed at . . .

Dates and venue:
Accommodation:
People responsible:
Content: (In broad terms and attach more information). Who covers the costs and what the invitation includes . . . when and to whom is confirmation sent (deadlines, by what means)?

Address of the organisation:

Yours faithfully,

Names of those responsible
Signature(s) (no signature if sent by email)

5.10.6. Example of an announcement or invitation

WWF

WWF Colombia
Carrera 35 Nº 4A - 25
Barrio San Fernando
Santiago de Cali
Colombia

Tel + 57 (2) 558 25 77
Fax + 57 (2) 558 25 88
ccandelo @ wwf.org.co
wwfcol @ wwf.org.co
wwf.wwf.org.co
wwf.panda.org

18th July 2001

To whom it may concern
Fundación CHONAPI
El Charco, Nariño

Dear Sirs,

The World Wide Fund for Nature – WWF Colombia, invites you to participate in the workshop entitled Basic Cartographic Techniques as a Tool for Territorial Planning, which will take place in Guapi, Cauca, from 12 to 18 August 2001. The event is aimed at people from institutions and organisations linked to collective territory planning processes.

This event takes place within the framework of WWF Colombia's objectives that focus on building technical capacity and skills in knowledge and implementation of tools for making decisions in planning processes for use and management of natural territory and resources. Within this framework the specific objectives of the workshop are that the participants:

- Develop skills and dexterity in the interpretation, acquisition and processing basic geographic information, as a tool in the territorial planning processes.

- Learn to recognise and interpret features on a map: sources, orienteering, descriptive information, scale, coordinates, geographic characteristics, contour lines, etc.

- Develop ability to manage equipment and methodologies for capturing primary information required to produce maps.

- Produce maps from primary information collected in the field and secondary information gathered through consulting other available sources.

To achieve these objectives a participative methodology is used, that combines putting practical exercises into practice and using equipment and tools to strengthen the theory sessions; furthermore, we believe the exchanging of personal experiences between participants is important.

To complement the theory modules, we have requested the Consejo Communitario del Alto Guapi for its cooperation and permission to carry out some practical field work on land under its jurisdiction (collective territory). Permission has been approved and to carry this out we will have the logistical support of CCR and SENA (Guapi offices) and possibly others pending confirmation.

-1-

WWF Colombia
Carrera 35 Nº 4A - 25
Barrio San Fernando
Santiago de Cali
Colombia

Tel + 57 (2) 558 25 77
Fax + 57 (2) 558 25 88
ccandelo @ wwf.org.co
wwfcol @ wwf.org.co
wwf.wwf.org.co
wwf.panda.org

It is intended that the workshop activities will enable participants to understand and build on the experience of the Consejo Comunitario del Alto Guapi, in their territorial planning process.

Given the profile of the participants and organisations that we are inviting, we believe we may be able to carry out other practical field work in the mangrove swamp area.

In line with the workshop objectives and considering the post-workshop application of what is learned, we have decided on certain selection criteria for participants. We have outlined the criteria below and hope you will consider these when deciding who should participate in the event. The criteria are that participants must:

- Belong to an institution or organisation and be involved in map making.
- Be interested in and possess basic skills in managing these subjects.
- Be educated to the equivalent of GCSE standard or failing that, possess basic literacy and numeracy skills.
- Have the ability to apply and replicate workshop learning in their working environment.
- Be available to participate in the whole workshop – five working days plus any travel time required to get to and from Guapi.
- Be open to learning new things and sharing with others in large groups.

With the aim of amending the thematic and methodological content of the workshop, and in particular field work; it is important for us to obtain basic information from each person who attends the workshop. We have therefore compiled the attached questionnaire entitled 'Exchanging Experiences', (appendix 1) the completion of which is an essential part of enrolment. To be able to attend the workshop, you need to send us confirmation of attendance along with the completed form no later than 27 July 2001, by post to our Cali offices or by email to Rosa Pérez or Juan Pablo Casas:

Fax: (0+2) 558 25 88
Emails: wwfg8@wwf.org.co / wwg6@wwf.org.co

WWF Colombia will cover the cost of enrolment, transport, accommodation and food for each

WWF

WWF Colombia

Carrera 35 Nº 4A - 25
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Colombia

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wwf.panda.org

participant (one per organisation or institution). People who are coming from other areas will join the group in Cali from where the whole group will transfer to Guapi. Please indicate in Appendix 1 the day and time of your arrival in Cali, to enable us to coordinate the transfer and to link with the respective itinerary. For those who confirm their attendance, please be punctual, as additional transfer costs outside those planned will not be met nor will telephone call charges.

We request that participants and organisations that have equipment and mapmaking materials which might be useful in the workshop, bring them to the workshop. The following is a list of items required:

- Compass
- Mapmaker's ruler (pyramid-shaped precision ruler with multi-scales)
- Protractor
- Field notebook (topographical folder)
- Graph paper (millimetre scale)
- Rulers

You will need working clothes for a warm climate, cap and hat, torch and replacement batteries, flask or similar to carry liquids, waterproofs, waterproof rubber boots, camera and film if you wish, a rucksack for field work and personal toiletries.

We will send you the workshop agenda and additional information nearer the time.

Yours faithfully,

Signature (s)
Name (s)
Position (s)

5.10.7. Template confirmation

Participation confirmation

Organisations that are inviting
Projects that are part of the invitation

Name of the workshop

Date and where the workshop will take will place

First name and last name:
Organisation:
Address:
Telephone/Fax:
Email:

If a payment is required, indicate the amount, how to pay (for example, the name of the bank, account number and type of account – current account, savings account, etc) – the name the account is in and if this payment has a special reference. Include details of discounts for early payment or any other reason (teachers, students, teaching assistants, etc).

Indicate to the participant how the receipt of payment should be sent, to what address and to whom it should be addressed. Also include, the postal address, telephone and fax numbers and email addresses of those organising the workshop. Mention how you will confirm receipt of this information and whether their enrolment on the workshop has been approved.

Include additional information about the venue, the hotel and other places of interest.

Address to which any interested parties might write to clarify concerns or request more information.

Names and titles of those responsible for the workshop.

5.10.8. Template of a preliminary survey

Preliminary survey

Organisations that are inviting
Projects that are part of the invitation

Name of the workshop

Date and location of the workshop

General information

Please provide the information requested below:

First name and last name:
Organisation:
Address:
Telephone/Fax:
Email:

Evaluation:

Using a questionnaire, ask the person interested in participating in your workshop for the following information in detail (one way to do this could be by asking questions):

- Whether the subject or some elements of the proposed training workshop are used in the person's workplace.
- Which of the aspects of the theme does he/she find easy to do and which are more difficult?
- What have been the main aims in applying the theme in his/her work?
- Whether in recent years the individual has worked with the theme and what ideas does he/she have in this respect?
- With whom, inside or outside the organisation, does he/she liaise regarding this theme?
- Whether in the past the individual has taken part in training processes on the theme and which areas were the most complex?
- What are the main challenges facing the organisation where he/she works with regards applying the theme the workshop focuses on?
- What suggestions does the potential participant or organisation have regarding the workshop?

Include the name of the person to whom the information should be sent: address, telephone, fax, email, deadline for sending information.

5.10.9. Example of preliminary survey

Preliminary Survey of Experience in the Field of Cartography

As the name indicates, the purpose of this form is to provide an opportunity for sharing personal experiences in the field of study, especially those relating to the basic essentials of cartography, with all the participants. With the information recorded here, they will share tools, instruments and procedures that will serve to review work and gain new knowledge for producing work material.

In the field of environmental management this process is useful for:

- Recognising and integrating practical processes similar to or different from your own.
- Building on the existing experiences and processes.
- Comparative assessment of experiences with similar characteristics within a process.
- Gathering information.
- Systemise experiences.

Systems Record

Name of participant

Name of the institution or organisation represented

Name of experience(s) in cartography in which the individual has participated or participates

Where the experience is taking/took place (give a brief description of the circumstances)

Objectives that have been set during the work

Beneficiaries (group of people that benefits and how it benefits from your work)

What is the work methodology? What procedures and tools are you using?

What are the results you are reaching?

Obstacles/Difficulties	How have they been resolved?

Lessons learned: brief description of the conclusions of the experience

Future plans following on from the experience

What material can you bring to present and share in the information arena?

Additional Information

Specify what means of transport you will use to get to the workshop:

To Cali ☐ To Guapi ☐

Method of transport:

Day: Time:

Contact details of the organisation you represent:

Address:

Telephone: Fax:

E. mail:

5.10.10. Budgeting Form

Name of the workshop
Date and where it will take place

Budget

Item	Numer of people	Number of days	Unit cost	Subtotal	Total cost
Professional Fees					
1					
2					
3					
4					
5.					
Professional Fees Subtotal					
Accommodation					
Accommodation Subtotal					
Food					
Breakfast					
Lunch					
Dinner					
Refreshments					
Other					
Food Subtotal					
Flights					
Route 1					
Route 2					
Route 3					
Route 4					
Flights subtotal					
Overland Transport					
Route 1					
Route 2					
Route 3					
Overland Transport subtotal					
Stationery and photocopying					
20 sheets of paper					
1 roll of masking tape					
Photocopies					
Storyboard production					
Stationery Subtotal					
Other					
Unexpected expenses					
Other Subtotal					
Total expenses					

5.10.11. Directory Template

Directory

Name of the workshop
Date and where it will take place

First and last names	Organisation name	Position within organisation	Address	Telephone / Fax	Email

6. Implementing the workshop

Implementing the workshop is putting into practice what was envisaged and considered during the conception stage of the workshop and what you planned and prepared in the organisation phase. In this chapter we will explain in detail the different tasks for the different stages of the implementation of the workshop:

The workshop induction

The running order of the days

The workshop closing session

The points presented here should be adapted depending on the type of training, the subject, the duration and the number and profile of participants, etc.

6.1. The workshop induction

The first sessions determine the success of the whole workshop, because they are decisive in terms of group bonding and learning. This is why the time and care invested in these sessions are well spent.

The different points of the induction should inform the participant about the background, objectives, content, programme, rules and the methodological focus. It is also a time for people to get to know each other and to begin building a sense of trust in the group. It is important therefore, that the training team attends the induction phase.

6.1.1. Inauguration

Most workshops open with a short and relatively formal speech:

- Greet and welcome everyone.
- Present the event in the specific context and background of the workshop.
- Extend thanks to the organisations that made the event possible.
- Introduce the training team and explain what their roles are.

Depending on the type of training, the inauguration will be led by the coordinator or a representative of one of the organisations responsible for the event. The main points of this session can be displayed visually. This process lasts between 15 and 30 minutes.

6.1.2. Presenting the objectives

The objectives, derived from the needs analysis, act as the guide for the direction the workshop takes. Presenting the objectives allows the participants to settle themselves into the workshop from the beginning; you should therefore allow time for questions and then have the objectives on permanent display throughout the workshop so they will be remembered as the workshop progresses.

6.1.3. Presenting the general programme

The workshop programme provides an overview of the total content of the event. A member of the team presents the themes for the different sessions, including extracurricular activities. Make it clear how flexible the programme is – to what extent the programme can be altered to respond to circumstances that arise during the workshop. This programme and the adjustments should be displayed on screen and permanently on view throughout the entire workshop.

6.1.4. Introducing the participants

The next stage is participant introductions so they begin to mix and 'break the ice'. The introduction activity you choose depends on the type of workshop, the theme, the objectives, the duration, the venue, the available learning resources, the size and make-up of the group, the levels of education, the profile of the participants and whether the participants have met previously.[1] The characteristics of the tools chosen will determine the integration and harmony of the group from this moment on.

Be clear about what information each participant needs to know. We suggest you combine technical information with professional details. For example:

- Personal details, such as name, where someone is from, age, marital status, qualifications, interests.
- Professional information, such as organisation, position, responsibilities, experience, skills.
- Other information, such as each participants' reason for attending the workshop, aspirations, likes, dislikes or preferences, etc.

The outcomes are put on permanent display to help everyone get to know each other. We also suggest that each participant and member of the training team has their name (and other information if necessary) on their lapel.

6.1.5. Presenting the methodological focus

The methodological focus is a combination of the criteria, the concepts and the tools used to run the workshop. The learning design –carefully chosen and prepared– is presented, discussed, added to and agreed with the group of participants.

The different components of the methodological focus should be understood by everyone:

- **Participation:** How work is going to be approached – set out the principles, criteria and elements of the participative focus.

- **Visualisation:** The importance of visual presentation during the workshop, the procedures this implies and the recommendations that need to be followed, for example, rules for writing on the cards.[2] Discuss the compilation of a photographic record –if you are going to do one– this recording method frees the participants of the task of note-taking during the workshop.[3]

- **Outline for each day:** Although there will be an agenda for each day, it is worth explaining the outline or general process that will guide each working day.[4]

- **Shared responsibility:** If the type of workshop is set up in this way, each member of the training team knows their responsibilities –the coordinator, the moderator, the trainer, the support team– and the relationship they have with the participants and with the development of the methodology. You may find it helpful to draw up an explanatory diagram. Suggest creating support groups with the objective of creating a sense of collaboration and participation in the development of the workshop and to receive feedback and recommendations that guide the implementation of the workshop. The different groups can take responsibility for feedback about the content and methodology, help manage time, logistics and assist in maintaining a good atmosphere within the group.

1 See p 121-130, Section 8.3 The tool box
2 See p 108, Section 8.2 The tool box, Recommendations for writing on the cards
3 See p 78, Section 6.5, Implementing the workshop, The photographic record
4 See p 38, Section 4.2.4 The training workshop, Structure of a workshop day

- **Ongoing evaluation:** Present and explain the tools you have selected for the continuous evaluation of the workshop, for example, the 'moodometer'.[5] Advise from the outset that the evaluation will be an important ongoing activity to feedback to the group.

- Other areas of interest specific to each workshop.

6.1.6. Expectations and fears analysis

Each participant will arrive at the workshop with his or her own ideas, expectations and fears which will not necessarily match the workshop programme – although the information provided before the workshop was considered adequate. Once you are aware of these expectations and fears you will, if possible, be able to integrate them into the training objectives.

Ask the participants to explain their expectations –what they expect from the workshop– and their fears and concerns about it. Compare the expectations with the objectives and quickly analyse the implications of the fears to establish how you can allay them – these are alarm signals and it is best to respond to them early in the proceedings so that they do not interfere with the development of the training later on. We recommend two basic ways of collecting this information:

- The participants write on cards.
- The trainer listens to the participants and enters their comments, in an orderly manner, on a board.

This information remains on permanent display throughout the workshop and will be of enormous importance during the evaluation.

6.1.7. Agreements and rules of the game

So that the workshop can develop within the aforementioned parameters –methodology, participation, visualisation, objectives, time, expectations, etc – it is worth agreeing a code of conduct for the group; this is what we call the rules of the game.

To decide on rules that everyone agrees to follow, it is worth asking the following questions:

What do we do to ensure this workshop meets the objectives?

What do we need to avoid so that the workshop meets the objectives?

How should the workshop run so that you learn?

What do I undertake to do so that the training runs as it should?

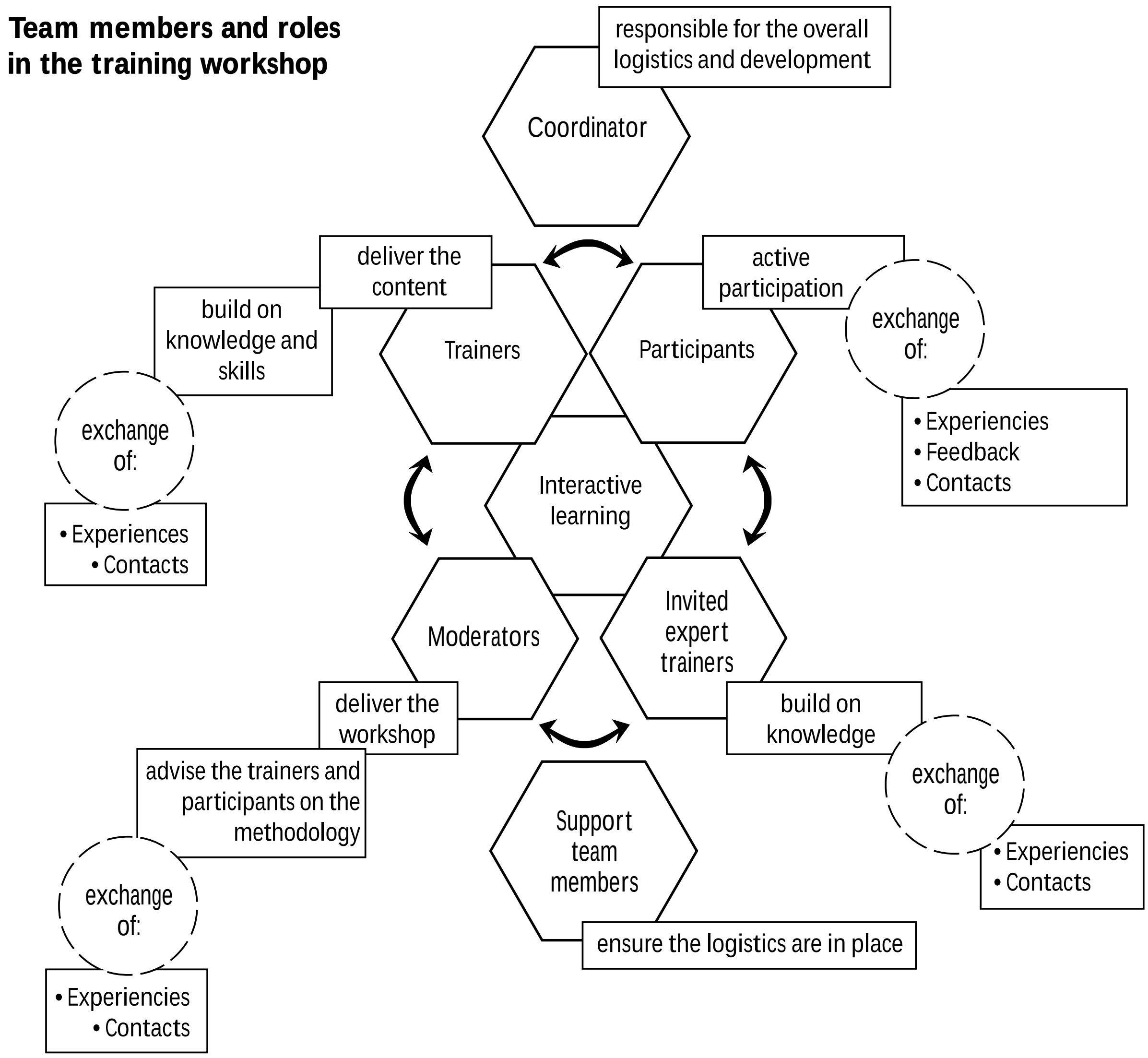
The agreements –together with the actual rules of the venue where the workshop takes place– should remain on view so that, if necessary, they can be added to or participants can be reminded of them. We suggest that the trainer avoids proposing rules, with the sole exception of signs that will help manage time.[6]

If, as the process progresses, the need arises to add another rule, it should be agreed with the whole group, which after all, is who decides on the agreements and the rules of the game.[7]

6.1.8. Other

There may be other elements that are appropriate to include in the workshop induction, such as information about local facilities, praying time, welcome drinks, etc.

5 See p. 163-167, Chapter 8, The tool box
6 See p. 82, Section 6.6, Implementing the workshop, Examples of signs for managing time
7 See p. 82, Section 6.6, Implementing the workshop, List of possible rules of the game



6.2. The running order of the days

6.2.1. Daily preparation

Before starting each day, the trainers should ensure that the technical equipment is available and in good working order and that the training and presentation material listed in the script are available. The script may have been amended to meet the requirements of the day and serves as a guide to the logistic needs of the day, for example, mealtimes or transport, etc.[8] It also confirms the signs for controlling time between the training team, in particular with the guest trainers.

6.2.2. The opening session of each day

The day should begin by announcing the agenda and

8 See p. 86, Section 7.5, The training team, The script

how much time will be spent on each activity, in line with the required adjustments. Immediately after this, inform the group of any logistical or technical information relating to the workshop, for example, administrative information, field trip requirements, etc.

Next, introduce the daily committee or other feedback mechanism you have in place, or review the position with the on-going evaluations, for example, the ‘moodometer’.[9]

It is essential that you clarify the purpose of the day and the advances made the previous day in terms of training. This process should not take more than 15 minutes.

[9] See p. 163 & 164, Chapter 8, The tool box, The daily committee and the moodometer

[10] See p. 112, Section 8.2.1, The tool box, presentation tools

6.2.3. Introduction to the work sessions

The moderator opens the session, introduces the trainer, announces the subject linking it with the other workshop themes and hands over to the trainer. Sometimes the person who opens the session may also be the one responsible for explaining it.

Linking the theme with the participants' needs and the way the theme is developed is a crucial part of the initial introduction to the session.

6.2.4. Explaining the content

Each theme is explained with a selection of tools that stimulate thinking, encourage participation and foster learning.[10] Keep in mind the following criteria when selecting the most appropriate tools:

- The subject content.
- The number and education level of the participants.
- The time available.
- The cultural background of the participants.
- The workshop venue.
- The availability of equipment and materials.
- The technical knowledge of how to use equipment.
- The local workshop logistics.

A theme can be addressed, for example, by starting with a lecture, then a discussion on the lecture, followed by focussing on certain aspects of the theme in working groups, on which the groups then make a visual presentation to the whole group. Finally, conclude by bringing all the results together.

The same theme could be approached by beginning with a group conceptual debate; then, using the contributions made, develop the theme, moving on to the preparation of a visit in small groups to gather information about the theme or carry out a practical exercise. After the visit has taken place, the groups organise and analyse the information, then discuss and present these results to the whole group.

The concepts can be built on using teaching materials, which are suitable for handling themes – they should be distributed in advance or when the introduction is made.[11] Make sure you have photocopied and handed out additional documents.

The training team should ensure the main theme runs through the content, making summaries and linking the different themes so the workshop is experienced as a coherent and meaningful whole. The team should also ensure that the concepts and procedures are clear and understood by the participants before moving on to another theme. It is worthwhile therefore, to make sure that the process and results are on display.

To make a concise conclusion, the trainers should pay attention to the ideas that the group produces, integrate them into the theme and organise all the information in a diagram or chart. If possible, any light-hearted or humorous moments could be included in the summary.

Managing the time allocated for each activity is a task that deserves careful attention. Any significant changes should be discussed and agreed with the participants.

Occasionally, with the enthusiasm to study a theme in depth, the participants might take on the responsibility of extending the working day. This should not, however, interfere with the general programme and free time. There are occasions when this can be easily managed, for example, do not take time to respond to questions which will be answered under a different theme later in the workshop. If necessary, refer to the rules of the game agreed at the start to control time and the participants' conduct.

6.2.5. The closing session of each day

The day should end with a brief evaluation.[12] Include the start time for the next day and any outstanding logistical information.

6.3. The workshop closing session

The journey is coming to an end: the period of learning and fellowship is coming to a close and many emotions will have been experienced. So that everything remains linked and everyone goes home with a feeling of satisfaction, it is important to close the workshop well. This can be achieved by taking the following steps:

6.3.1. The summary

The training team should carry out a summary covering the range of thematic content in the workshop as a whole, remembering to include anecdotes relating to the learning and highlighting contributions made by participants at different times and during workshop activities. The summary will allow the group to review the work undertaken, the advances made and the results reached. It also reinforces the group feeling, which is important when it comes to undertaking the

[11] See p. 110, Section, The tool box, Teaching materials
[12] See p. 163-167, Section 8, The tool box, Evaluations

responsibilities that the members of the group may have when they return to their place of work.

6.3.2. Undertakings

Usually, the training workshop is not the end, but part of a process. The workshop should end therefore, with a series of undertakings and responsibilities which will lay the foundation for continuing the learning process. Remember that the reason for the training is to put into practice what has been learned.

The training team agrees how to summarise, document and specify the undertakings for continuation. For example, design a template programme in which some of the following questions are included:

What am I agreeing to do?

Why do I want to do it?

How can I do it?

When can I do it?

With whom or for whom?

What do I need?

What do I hope to achieve?

What difficulties might I have?[13]

6.3.3. Workshop evaluation

The quantitative and qualitative assessment of how the workshop went generates criticisms that help to improve and strengthen the proposals for future workshops. The evaluation is therefore a necessary learning exercise which should be undertaken objectively and in a relaxed and open setting. It is worth getting the message across that the participants' opinions are important and relevant. The training team should have an open approach to this, to allow them to accept the criticisms, compliments and recommendations that are put forward. They should also be prepared to consider the opinions and use the feedback to improve and perfect their training package.

There are different tools that can be combined to evaluate the workshop.[14] This evaluation process can be anonymous, to encourage freedom of critical expression by the participants.

The final evaluation should take place immediately after the workshop, making it as comprehensive as possible and including the initial proposals and agreements. The areas of the workshop to evaluate could be:

- The design.
- Meeting expectations.
- Complying with the rules of the game.
- Overcoming fears.
- Relevance of the content.
- Suitability of what was learned.
- Meeting objectives.
- The style and abilities of the trainers.
- The methodological process and relevance to the workshop.
- The participants' level of learning.
- The level of exchange and interaction.
- The level of enjoyment.
- The different logistical areas (materials, accommodation, food, etc). You can also collect messages that participants may wish to send to their colleagues and to the organisers.

13-14 See p. 158-160; 163-167, Chapter 8, The tool box

In the final evaluation you can also include the results from the daily evaluations and the moodometer. The time spent on the evaluation depends on the length of the event and the type of workshop. For a workshop lasting a week, it would be appropriate to spend two hours on the evaluation; for a one-day workshop, spend about 30 minutes; for an event of three hours, you can spend five minutes.

6.3.4. The farewell and close

The farewell is subject to a number of criteria, including time, the proximity of certain places and the availability of economic resources. It could be a dinner or drinks offered by one of the sponsors of the event. The farewell should include presenting certificates to the participants, which should be designed and made available prior to this event.

6.3.5. After the farewell

Although the journey has ended, the training team still has outstanding business to attend to; for example, putting their own work in order, thanking the staff at the workshop venue, settling accounts and returning equipment. The team will need to have their own final meeting so they can have a final evaluation of the workshop and submit suggestions and recommendations for the future. The team must also ensure that the content of the documentation is complete and in order.

To provide follow-up to the workshop, you should choose one of the options previously explained.[15]

6.4. Workshop handouts

These are a summary of what happened in the workshop. Their purpose is to act as a guide and a source for any future stage or experience. They also:

- Help to keep the information in order.
- Help to record the contents and processes.
- Record the results and undertakings.
- Provide information for reports and make the dissemination of what took place easier.
- Once you have established that there will be handouts, the participants are then relieved of the burden of taking notes and their concentration is free to be focused on participating.

The workshop handouts can be produced in different ways: minutes, notes, graphic and virtual records, video, etc. From past experience, which is quite varied, the photographic record has given excellent results.

5.5. The photographic record

6.5.1. What is it?

The photographic record is a chronological graphic account of the workshop. Its purpose is to:

- Record the thematic content in a way that may support integration activities or replicate the workshop.

15 See p. 39, Section 4.2.4, The training workshop, Defining the follow-up

It can also be understood by someone who has not attended the workshop.

- It systematically orders and helps one remember the workshop content and process.
- It records the results and confirms the proposed undertakings for the follow-up phase.
- It provides a basis for continuity of the training, should the workshop be part of a larger training process.
- It complements or replaces other reports.
- It also depicts social occasions and light hearted sessions during the workshop.

The photographic record is made up of text, photocopies of presentations and photographs of the posters or displays produced during the event; however, the photographs of the participants in the presentation sessions, at work and at break times, add a softer dimension to the document. The images that accompany the text explain the content and link some with others, in such a way that together they provide an understanding of the content and overall process of the workshop.

The photographic record, as we have just described, requires a high level of investment of time and materials. You should therefore, consider alternative and more economic ways of creating a record of the workshop. For example, digital video –that requires equipment such a camera and computer– or only taking photographs of the most important posters or display boards and transcribe the others or leave the photographs out all together.

6.5.2. Who is responsible?

It is best if the person responsible for the photographic record is a member of the training team. This person should take the pictures and begin to organise the document itself. Tasks can be shared between a number of people, but it is crucial that:

- The person responsible for taking the photographs should know how to use the camera and have a basic understanding of how to take photographs. For example, they should understand the effect on photographs of taking them against the light and know how to focus the content in the frame, etc.

- The person responsible for putting together the photographic record needs to have attended all the workshop sessions and followed the process in order to document it.

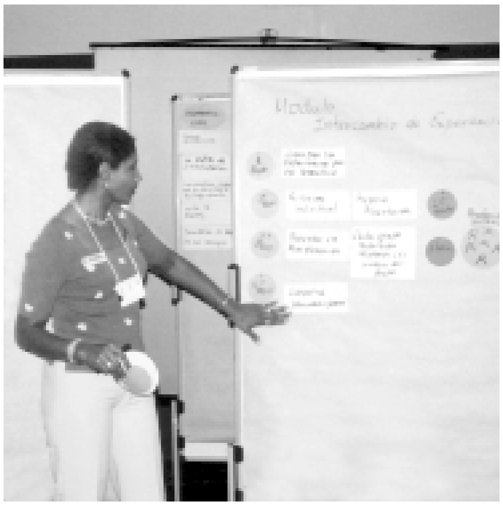
6.5.3. How is it produced?

• Once the board is prepared and organised, number and label it. We recommend that you create a separate number for each day.

• Then organise the cards for the display board so that they can all be read – do not overlap them. Take the photograph of the display board and put a mark on the board to indicate that the photograph has been taken.

• Attach the cards with glue and then look after the display boards carefully. As the display boards have the date on them and are numbered, it will be very easy to quickly find the board you are looking for and re-take the photograph if necessary so that the content of the cards can be read clearly.

• Take at least one photograph of each presentation. Take photographs of different moments in the workshop, such as working groups, full sessions, excursions or field trips, activities and parties, but do not take too many: remember it is an expensive process[16].



• Organise the document in a file or folder, keeping the contents in a daily section and theme order. It is important to check and see if there is a good group photograph. If there is not, you have time to choose a suitable moment and place to take one.

• Once the film is finished, label it and have it developed as soon as possible.

16 Translators' Note: Consider digital photography as an alternative.

• As we have suggested, some display boards can be transcribed when their content is relevant and lends itself to this. For example, when the content might help to continue group work, when it deals with the results of a planning session or when it is a template, etc.

• From the best quality photographs, chose the ones that record the most representative moments of the workshop.

• If necessary, re-take the photographs that are not clear and include them once you have been developed.

• Cut down the selected photographs so that you keep what is truly relevant and to save space. Glue them in chronological order to numbered pages. Use some of the pages for a written description of the processes or for a montage of parts of photographs; do not be afraid of being creative. If possible, give each page a heading that includes the name of the event, the place and the date.

• Write some relevant text for each photograph, remembering to maintain a sequential order. As the workshop progresses look out for important comments and sentences that can be included here.

• Select materials that you would like to include in the document, for example, the workshop programme, the list of participants, learning materials, photocopies of acetates used in presentations, etc.

• If you begin creating the photographic record during the workshop, the participants and the training team will be able to contribute ideas and help if you have any doubts.

• Review and organise the whole document. If you have any doubts, consult the programme and agendas for each day. This way you will have the framework for the photographic record.

• It is advisable to complete the photographic record as near to the end of the workshop as possible; if you do not, you will begin to forget the events and lose interest in the task. It is important not to loose momentum. Treat it as an 'A' or 'B' activity and never let it drop to it a 'W' activity.

6.5.4. How to reproduce and distribute

Once you are sure you have completed the whole document, you can go on to the reproduction that may involve photocopying, scanning or printing the master photographic record document. Even though the photographs might be in colour, the copies can be in black and white. If this is the case, we suggest that the cover and some of the special pages are in colour, which will make the document more reader-friendly. Use the same format and sizes, print on both sides of the paper and use a strong, flexible and economical binding.

If you scan the photographic record, you can save it to disk or send it to the participants by email. Be aware that this type of document requires a lot of computer memory. We suggest you send the printed reproductions by normal post.

Look into the cost implications before deciding which reproduction technique you will use.

6.6. Recommendations for the implementation of the workshop

The first day and the start of the workshop are very important for the rest of the training because it is the first impression the participants receive and it sets the standard for the rest of the event. Therefore the training equipment should be as well prepared as possible.

The expectations and fears should be clear and used as points of reference in the permanent preparation of the development of the workshop, in the evaluations and in the proposals for the follow-up.

The training team is responsible for maintaining the methodological dynamic but needs to apply it within reason to avoid making each activity a too rigid. If it becomes apparent that a tool is not appropriate, you should listen to people's opinions, consider them and take flexible and appropriate decisions.

The workshop is an opportunity for learning, exchange and long-term growth. The training team should therefore be aware of the new ideas and products that come out of the workshop (such as diagnostics, work plans, documents, educational materials and new procedures) in such a way that they can incorporate them into that workshop or future events. Thus the training team can update and improve its own materials and content for the follow-up that might take place after this workshop and for future events.

Possible game rules list

Respect agreed timetables.

Respect the time allocated to each task or presentation.

Keep contributions brief and avoid monologues.

Focus on the subject in hand.

Be specific.

Learn to listen.

Avoid unnecessary debates.

Clarify doubts.

Share experiences.

Take an active part in proceedings.

Every idea counts.

Do not ridicule anybody.

Keep to the group you are assigned to.

Complete the tasks assigned to the group.

Respect the break times.

Respect agreements.

Behave in an orderly manner in the group work rooms and take care of materials.

Speak for yourself.

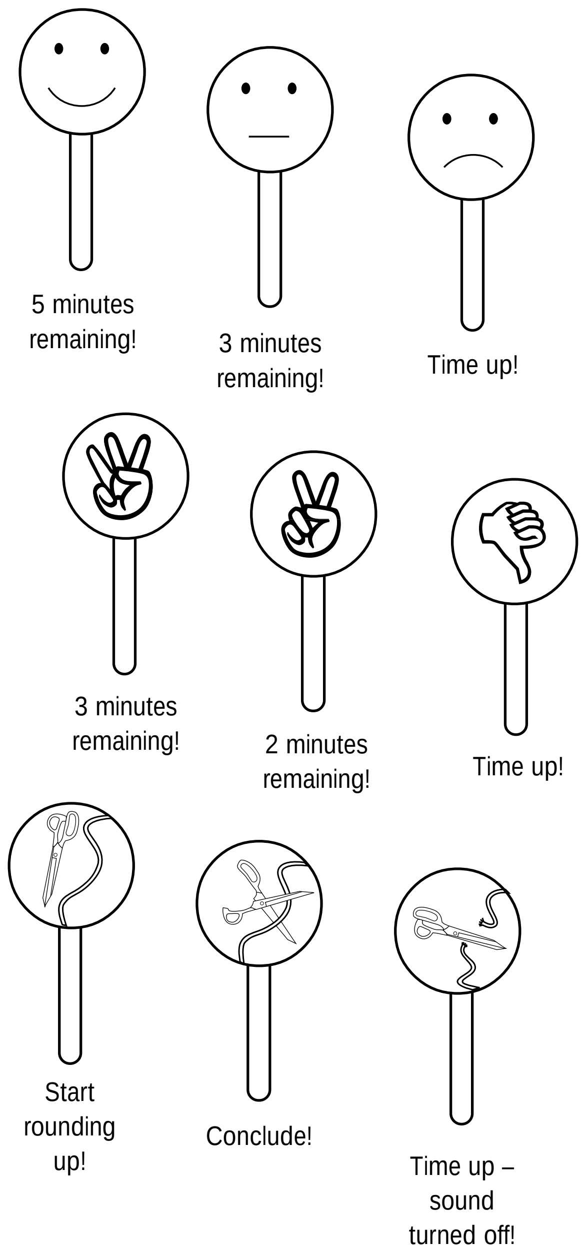
Turn off mobile telephones.

Respect the rules of the venue and accommodation.

Do not smoke in closed areas.

Examples of signs for managing time

These are some examples of time boards or signs that you can make with cards used for displays, a strip of light wood and glue. We put forward the idea; you choose the symbols that you feel are most suitable for the group and for the occasion.



7. The training team

7.1 Introduction

In this chapter we are going to talk about the different roles and functions that exist in a training workshop. We will do this as though there is a person for each function, in order to clarify the characteristics, tasks and responsibilities of the different roles. Some workshops may have at least one person per role. In others there will be people taking on several roles. The important thing is that the different activities are executed adequately so that the workshop is a success. It is essential that the person taking on a number of roles is always clear about which role he or she is assuming at any one time and how to act according to that role; this should also be clear to the participants.

7.2. Roles within a training team

The training focus we propose functions with a team that has the following roles:

The coordinator: organises the workshop, guarantees its logistics and is responsible for the team.

The moderator: is in charge of the methodology and the focal thread of the workshop.

The trainer: is responsible for the thematic content of the workshop.

The support people: assist the above persons with the logistics.

7.3. Composition of the team

The people making up the training team will be selected depending on the number and profile of the participants and the budget. The selection will take account of the following criteria:

- **The content of the workshop:** those making up the training team must have a general knowledge of the thematic content, but it is essential that there is one person who has an in-depth knowledge of each theme.

- **The methodological focus of the workshop:** the people making up the team must have experience of this training focus and of managing the tools for it.

- **The ability of individuals to work as a team.**

- **The time available:** it is preferable that those making up the training team should be present one day before the workshop and stay up to one day afterwards; in this way they will carry out the corresponding tasks together. If this is not possible, at least one person must carry out the necessary tasks after the workshop.

Each trainer has his own training style and personal characteristics. Therefore, a balance must be sought within the team so that the participants can identify with the trainers. We have had positive experience when the training team has been as balanced as possible with regard to:

- **Gender:** as many men as women.

- **Age:** people of different ages to balance experiences and attitudes that may be age-related.

- **Cultural background:** in intercultural workshops it is desirable to have persons from different cultural backgrounds.

- **Language:** it is essential that everyone has a good command of the language of the workshop. If this is not feasible it may be possible to work with interpreters: for example, for foreign or indigenous languages, although this increases the cost and reduces the dynamic of the workshop.

Nevertheless, a balance must be sought between the heterogeneity of the team and compliance with all these requirements in order to achieve a well-integrated team.

7.4. Performance of the training team

Running a workshop requires the training team to work well as a group. It is important that there is a spirit of cooperation and trust as well as knowledge and agreement in relation to the conceptual and methodological focus. For the training team to function well, the following is required:

- A phase of preparation before the workshop, in which the indviduals meet as a group; they analyse and discuss a preliminary programme that will be adapted, and agree how to carry out the workshop sessions. As we have said, the possibility of holding one or more preliminary meetings is dependent on the budget.

- The meeting a day before the workshop. This is essential for the training team to plan and organise the workshop sessions in detail and to allocate responsibilities for the work groups. The training team agrees its rules and procedures, such as time management and the rules of the game for sessions, when and where to hold the daily evaluation meetings and the preparation for successive days, how to organise their meeting room and what support needs they have. If the team members do not know each other beforehand, it is advisable to devote the necessary time and space to the process of team building. This meeting ends with preparation of the sessions for the first day and the organisation of the room for the workshop.

- Daily feedback sessions held at the end of each working day. In these meetings the training team comments on and evaluates what has taken place, analyses the training focus, modifications and adjustments to the schedule and workshop timetable for the following day, while maintaining its focus on the desired objectives and results. These meetings can also be used to improve the trainers' skills: receipt of feedback and recommendations from their colleagues helps them to progressively improve their performance.

- A post-workshop meeting to evaluate the training and the functioning of the team, in which the steps to be taken for the follow-up are also defined.

The members of the training team who know about the content, the tools and how to coordinate can rotate their roles in the sessions. These changes can be elements in the design of the presentation of the workshop. There are other teams in which only one person has in-depth knowledge of the content; in such cases, that person will take on the role of trainer in all the sessions where new material is being presented.

It is important that at any specific moment during the workshop each member of the team only has one function, which must be clear to the other team members and to the participants. Covering all functions is a priority. The exact distribution of the functions derives largely from the individual skills of each person. The most important element here, is mutual support, that is, all the team members should feel a part of and be responsible for the process and the results.

If a specific theme cannot be covered by the members of the team, an expert can be invited. This person must be informed in good time and must be integrated into the team for the time that they are in the workshop.

Example (part one)

Let us imagine the following situation in a workshop: We are in a session in which the trainer is supplying teaching materials to be used later in a work group session. Patricia, as moderator, starts the session by explaining where the theme fits into the framework of the workshop, and how that section is going to proceed. She hands over to Olga, who as trainer covers the theme of environmental monitoring. Firstly she carries out a survey of the participants' experiences, asking them what monitoring is used for. Patricia helps her with the visualisation and guides the discussion that follows. Next, Olga completes the picture by providing theoretical and practical guidelines that were not suggested at the survey stage. In the meantime, Luis, the coordinator, checks that the group work areas are ready and, as he realises that the session is running a little late, asks the caterers to put the refreshment break forward 30 minutes. He asks Daniel, one of the support people, to put more visualisation material in the workspaces and reminds Susana, the other support person, that she must not only work on the photographic record, but also collect the expert invited for the afternoon session, Dr. Nuria, from the airport. In the meeting room, Olga gives instructions for the group work, divides the group up and assigns tasks and workspaces for each team. Patricia reminders everyone of the recommendations for group working that were agreed among the participants. She asks if everyone knows what to do. After the refreshment break, when the groups are working, Olga makes the relevant recommendations. Meanwhile, Patricia greets Dr. Nuria and they discuss her presentation about waste water monitoring; although Dr. Nuria has a lot of experience as a university professor and consultant to environmental bodies, she admits she knows little about participatory tools. Patricia tells her how the morning session has gone and advises her of the group's level of knowledge about monitoring. The survey has shown that the level is lower than indicated in the participants' questionnaires. Therefore she suggests to Dr. Nuria that she starts by summing up the concept of waste water monitoring.

You may have taken part in workshops in which the team comprises fewer people. This is possible, however, our experience shows that a workshop runs better, with far fewer irritations and less improvisation, if there is one person per function in a well-integrated team. This is not only an advantage in the planning, when two pairs of eyes see better than one, but also during every phase of the workshop.

Example (part two)

If Luis had not only been the coordinator but also the trainer, the coffee would have gone cold because the refreshment break was taken later; the groups would not have found the space as well prepared because the coordinator would not have had the opportunity to give instructions to Daniel; Dr. Nuria, the expert on the subject of monitoring, may have arrived late and a bit flustered for the work session because she may not have found the workshop venue; and, in addition, she would not have been able to make the final adaptations to her teaching materials with the support of the moderator.

7.5. The workshop timetable

So that each team member can be located at all times together with their tasks and role, it is desirable to draw up a timetable for each day of the workshop. The timetable is a standardised summary of how the day will proceed, defining the time, subject matter, tools, person responsible and materials required.

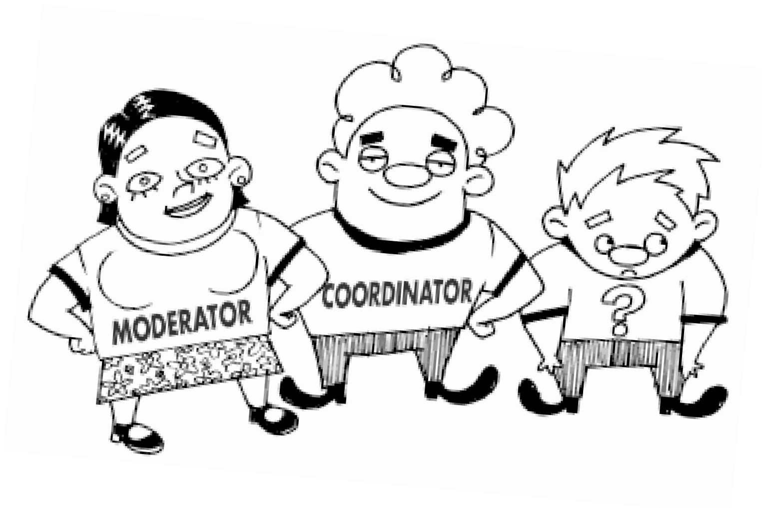
Example of a workshop timetable

Title: Environmental management workshop **Date:** 22/05/2002 **Place:** Cali, Colombia

Coordinator: Luis Rojas
Moderator: Patricia Pérez
Trainer: Olga Luna
Support: Daniel Pino and Susana Alegría

Invited trainers:
Dr. Nuria Solarte
Joaquín Castaño

Time	Duration	Subject	How?	Who?	Material needed	Comments
8:00	15 minutes	Daily committee	Visualisation	Committee	Flip chart, display boards	
8.15	15 minutes	Introduction to the session	Visualisation	Patricia	Display board and cards	Patricia: in advance prepare the cards to be displayed and position the theme well in the workshop; Susana: locate and handover rolls of film for the photographic record, take photographs of the display boards which have been marked.
8:30	45 minutes	Introduction to environmental monitoring	Display and survey using cards	Olga	Display boards, cards, marker pens and cards	Have marker pens and cards ready to hand out: Patricia: hand out materials and help collect them at the end.
9:15	45 minutes	Classification and comments about monitoring	Discussion and classification with whole group	Olga	Display boards, cards, marker pens	Olga: complete at the end of the discussion. Daniel: have three work areas equipped, hand over the key to Patricia.
10:00	30 minutes	Introduction to working in groups	Presentation, activity	Olga	Display boards, cards for the activity, key to the rooms	Olga: explain and hand out the photocopies of the tasks. Patricia: reminder people of the display board with the recommendations for working in groups.
10:30	15 minutes	Refreshment break				Luis: collect Dr. Nuria from the airport, ensure there is a place for her at lunch.
10:45	60 minutes	Work in groups				Olga: support the groups if they need help. Patricia: speak with Dr. Nuria.
11:45	60 minutes	Presentation of results and final discussion	Exhibitions	Participants and Olga		Patricia: at the end of the session, remind everyone of the rest of the day's programme.
12:45	90 minutes	Lunch				Luis: introduce Dr. Nuria.



The timetable is drawn up by the training team before the workshop but must be adapted and adjusted to the needs and circumstances of each day.

7.6. The coordinator

7.6.1. Who is the coordinator?

The coordinator is the person who controls the whole workshop from planning to follow-up, although for the participants the coordinator may often be the least visible person in the team. As coordinator you plan, coordinate, adjust plans, supervise, intervene and provide information. You are the central point of the workshop: the head that remembers everything (in our case, the information) and the heart that pumps the blood (the requirements of the workshop).

7.6.2. What abilities does the coordinator have?

In our experience, the strengths of a good coordinator are the following:

Training ability: have basic notions of the subject and the methodology.

Organisational ability: have an overview of the activities, remain calm when things do not work out as planned, and be able to make alternative plans or "plan B's".

Planning ability: be able to prioritise tasks and not start different activities at the same time, be able to manage your time and be self-disciplined.[1]

Ability to work in a group and to communicate: know and use the rules for feedback, be able to listen, accept and consider new proposals.[2]

Ability to take the initiative and act when necessary.

Management skills and ability to control a budget: identify and establish links, draw up and manage the budget and keep the accounts, as well as taking the initiative in seeking financial and non-financial resources.

Administrative ability: write up reports to satisfy to the requirements of the organisations responsible for the workshop and process the necessary contracts.

7.6.3. What are the coordinator's tasks?

The tasks we have described in detail in the sections "Creating the training workshop" and "Organising a training workshop" are the responsibility of the coordinator. Therefore, in this chapter we summarise these tasks, showing where they fit into the different phases of a workshop.

Before the workshop

When designing the workshop, you draw up the first draft of the thematic and methodological design taking account of:

1 See: p. 27, Section 3.4 Conceptual framework, Time management

2 See: p. 106, Section 8.1.5 The toolbox, Feedback, Suggestions

Example of a workshop timetable

Title: ______________________ Date: __________ Place: ______________

Time	Duration	Subject	How?	Who?	Material needed	Comments

- The background and objective of the training.
- The themes and necessary focus.
- The principal criteria for choosing trainers: their experience in the subject and their personal strengths as trainers and speakers.
- Who the workshop is directed at, i.e. the personal, professional and institutional profile of the beneficiary participants.
- The basic principles of learning.[1]
- The biorhythms of a person during the day and over the duration of a workshop.[2]

You will discuss and refine this first draft with the training team.

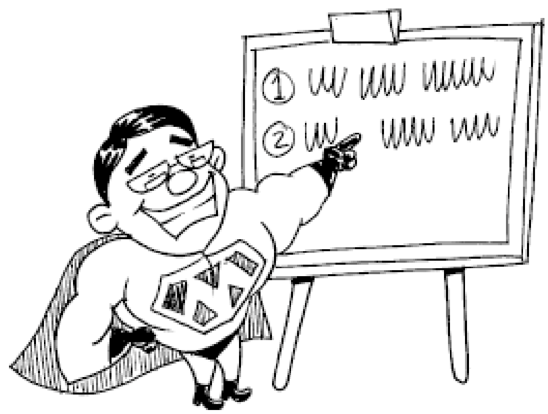
You plan budgets and manage financial resources as well as ensuring the following aspects of the workshop logistics are in place:

- Appropriate venue: accessible, with the necessary electrical and communications installations and with a positive atmosphere for the dynamics of the group and for learning.[3]
- Technical material and equipment.[4]

You select and coordinate the training team:[5]

- Decide with the moderators and trainers the themes and methodology to be used in the workshop.
- Employ the members of the support team giving them precise instructions.
- Define and agree with the training team the role of each person.
- Give each person the information needed in order for the training team to function well.

You will announce and confirm the time of the workshop to the participants and the training team.



During the workshop

You ensure the training team functions by:

- Calling the daily meetings of the training team.
- Being the person that everyone can go to.
- Acting as the information centre, receiving information and distributing it to the people who need it.
- Having control of the tasks and delegating these where necessary.

You present the workshop schedule and seek to ensure it is adhered to:

- Participating in the installation of the workshop, presenting what has been agreed with the team.
- Continuously checking and adjusting the workshop planning with the training team.

[1-2] See: p 13, Section 3.1 Conceptual framework, Learning
[3] See: p 44, Section 5.6 Organisation of a training workshop, Workshop venue
[4] See: p 48, Section 5.7 Organisation of a training workshop, Materials
[5] See: p 83, Section 7.3 Training equipment, Composition of the team

You address the logistical needs of the workshop with the support team:

- Availability of necessary technical equipment and materials.
- Availability of meals at the time and in the place required.
- Organising excursions and field trips.
- Organising leisure activities.
- Confirm the tickets for the participants and training team.
- Draw up the certificates and have these signed.
- The necessary support for creating the photographic record.

You control the budget and carry out administrative procedures, for example, paying outstanding accounts.

After the workshop

You evaluate the workshop with the team and the oganisations responsible for the workshop.

You are responsible for handing over the workshop space as agreed.

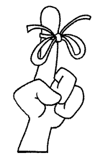
You ensure that information is retained for the follow-up, and that unused material is kept.

You ensure that the photographic record is completed and sent to the participants, the training team and the responsible institutions.

You close the accounts.

You make clear the commitments for the follow-up.

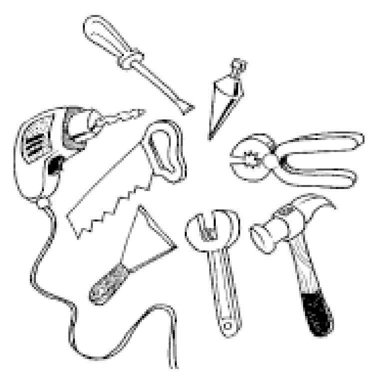
You write a report for the sponsors and the oragnisations that have held the workshop.



In the light of our experience we believe that it is worth being realistic and honest with yourself about accepting the position of coordinator. It is important to be realistic about your own strengths and weaknesses in relation to the coordinator's tasks; analyse these and look at the possibility of delegating or sharing with another person in the team those tasks for which you lack the skills.

We consider that the ability to organise, plan, communicate and produce initiatives are essential qualities for a coordinator. The budgetary and administrative work and the logistics can be delegated providing you remain responsible for ensuring that the work is carried out.

7.7. The moderator



7.7.1. Who is the moderator?

The moderator is responsible for the application and execution of the tools used to facilitate the learning of the workshop content. The moderator is also in charge of the process and dynamics of the workshop. The moderator stabilises and manages the process ensuring that the focus is retained in order to arrive at the results in accordance with the objectives of the workshop.

The moderator must be present and be certain that a workshop is taking place in line with the following factors:

- Thematic factor: for example, visualising the process and its results.

- Emotional factor: for example, contextualising the latent conflicts in the workshop.

- Methodological factor: for example, clarifying why and how each tool is used and for what purpose.

The moderator considers these factors in an integral way, promoting the participation of everyone.

7.7.2. What abilities does the moderator have?

In our experience the strengths of a good moderator are the following:

Training ability: have in depth knowledge of the methodology and basic notions of the subject matter. Keep in mind that the objective of the workshop is to reinforce the content and that the methodology is a means of achieving this.

Ability to work in a team.

Ability to communicate: know and use suggestions to apply the feedback and respond to body language.[1] It is also important to know how to listen actively, this means:

- Differentiating objective contributions and emotional contributions.
- Formulating precise questions to clarify contributions or make them specific.
- Instigating discussion without imposing your own views.
- Incorporating contributions and giving them the appropriate attention.
- Summarising and combining the participants' contributions.

Ability to manage the group: generate a positive and pleasant atmosphere to facilitate everyone's participation. This also means having the sensitivity to detect and deal with conflicts at the right time and at the right level, bearing in mind that group conflicts should not be assumed as your own, and a position for or against should not be taken but a neutral attitude maintained at all times.

It is important to maintain the balance between being tolerant and being strict when necessary for the process, without imposing your own ideas or opinions on the participants.[2]

Ability to plan: manage time without becoming a slave to it and without interrupting the workshop process. For this you must be able to prioritise, take the initiative and be flexible in order to be able to decide quickly how to continue and adjust the schedule whilst it is in progress. It is also necessary to plan and organise the required materials in a timely way.

Ability to reflect: this refers both to the analysis and feedback relating to the process and to self-examination. The participants will identify with the moderator and will take their example from him or her. Therefore the

[1] See: p. 20 Section 3.2.2 Conceptual framework, Body language; and p. 105 Section 8.1.5 The toolbox, Feedback
[2] See: p. 22 Section 3.3 Conceptual framework, Participation
[3] See: p. 107 Section 8.2 The toolbox

moderator must control his own behaviour and decisions throughout the whole process.

Ability to visualise.[3]

Ability to motivate: to facilitate an open and trusting atmosphere using appropriate tools to relax and facilitate the learning days.[1]

Ability to adhere to the focal thread.

7.7.3. What are the moderator's tasks?

When you assume the role of moderator of a workshop, you will have the following functions:

Before the workshop

You participate in the preparation meetings: it is important to be in permanent contact with the training team in order to coordinate, draw up and reach agreements about the workshop.

You ensure that the tools chosen support the focal thread of the workshop and the learning process. This means that the tools must constitute a coherent ensemble that reinforces and knits together the training process.

You discuss and agree the most appropriate tools with the trainers.

You arrive a day before the workshop to attend the training team meeting and prepare the first day in detail.

During the workshop

At the start of the workshop you agree with the participants the rules of the game that everybody will abide by, and you explain the suggestions that it is important to accept for the feedback.[2]

You monitor compliance with the rules of the game throughout the workshop and therefore you must be the first person to abide by them because, as we have mentioned, your behaviour is the example that the group will follow. If you see that there are certain rules that are never complied with, bring this up at the plenary session and decide with the participants how to proceed: annul them, change them or together seek a constructive penalty for non-compliance.

You support the trainers' sessions and agree with each trainer the type of support that he/she will need. Independently of what is agreed, be ready to assist if unforeseen situations arise, such as difficulties in using the technical equipment or situations of conflict between the trainer and the participants.

You stimulate the discussion and ensure that it flows. You listen actively and ensure that all the participants have the same chance to participate in the discussion. You also promote discussion but without advising on the subject matter or imposing you own opinion or ideas.

You remain vigilant that the focal thread of the workshop is present and adhered to. From time to time there may be deviations that are necessary and productive for the

1 See: p. 121-176 The toolbox.
2 See: p. 82 Section 6.6 Running the workshop; List of possible rules of the game.

subject concerned. But if the discussion becomes entangled or strays completely, you must intervene diplomatically, recalling the theme of each session and the workshop in general and bringing the participants –and sometimes the trainer– back to the central point. In this way you do not involve yourself in the content of the discussion but you direct it.

You facilitate everybody's participation. As moderator you employ sensitivity and group management so as to motivate and stimulate the quieter participants and restrain those who talk a lot.[1] The participation of all is also achieved by choosing the appropriate tools, for example, working in groups.

You ensure that the agreements and results of the workshop are not lost. This can be achieved using visualisation and summaries, among other possible means.

You detect potential conflicts in time. You must be sensitive to non-verbal signs, i.e. the participants' body language, to identify this type of situation in time. In this way, you can make these situations explicit and, with the participants, seek solutions to overcome them.

You are aware of the time devoted to each activity. When some discussion or activities continue beyond the time allocated, you must take the decision whether to keep strictly to the timetable, allow the discussion to continue, or bring the activity to an end if this is fruitful for the workshop process.

For the photographic record,[2] you keep in mind visualisation that is clear and legible.[3]

You participate in the daily training team meetings to evaluate, adjust and refine the workshop schedule whilst this is in progress. Here too it is very important to seek the feedback and advice of the training team about your work and behaviour.

After the workshop

• You participate in the final training team meeting, i.e. the full evaluation of the workshop and the design of the follow-up.

You fulfill commitments you have for the follow-up. If necessary you revise the photographic record.

As we have stated, the workshop is a space for participation and permanent development. Therefore you are aware of and show sensitivity to the learning needs and requirements of the participants. Always remember: you work with and for the participants.

Avoid assuming conflicts personally. Do not make an over-strong defence of the content, methodology or tools as these are not your own. Explain them and reach an agreement with the participants about the desirability or otherwise of using them.

You must maintain a neutral and open attitude. Try to integrate all participants even outside working hours because there are shy people who need a little support to motivate them and give them confidence. But be careful, outside the workshop you still have to demonstrate professional behaviour, although this does not mean you cannot be good humoured – quite the contrary!

Enjoy the workshop and in difficult situations remember: practise makes perfect and the next time it will be easier.

[1] See: p. 193 Section 9.2.2 Problems, Types of participants
[2] See: p. 78 Section 6.5 Running the workshop, The photographic record
[3] See: p. 109 & 118 The toolbox, Recommendations

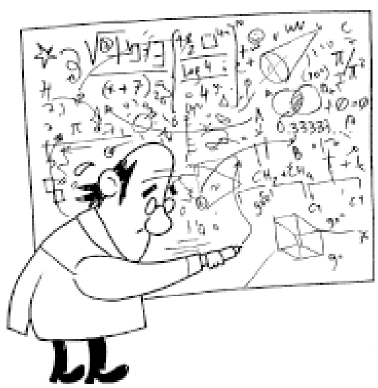
7.8. The trainer

We identify two types of trainer:

- The trainer who is present throughout the workshop and is part of the training team.
- The trainer who is invited to develop a specific theme or provide support for the in-depth treatment of a theme, for example by presenting an experience. This person will be advised in time and will be integrated into the team whilst at the workshop.

7.8.1. Who is the trainer?

The trainer is the person responsible for the workshop theme. He or she identifies the relevant content in order to facilitate learning. He should consult the moderator when choosing the most suitable methodological focus for addressing the content.



As our explanation of the roles in the training team has shown, it is not essential for the trainer to deliver the whole workshop content. Some content can be dealt with by another team member; the important factor is that the logical sequence of the subject matter is retained throughout the workshop; this is the responsibility of the trainer.

7.8.2. What abilities does the trainer have?

In our experience, if you are going to assume the responsibility of the trainer, it is helpful to have the following strengths:

Knowledge of the subject matter and practical experience: you have complete command of the theory and the practice.

Ability to communicate ideas and pass on knowledge: you can satisfy the participants' need to learn something new or improve their knowledge.

You achieve better levels of teaching by using the appropriate tools[1] . You also achieve this if you reinforce the concepts with examples and your own experiences, with the experiences of others or of the participants and if you demonstrate and facilitate putting it into practice.

Ability to plan and manage time: you will make ordered presentations of sufficient duration leaving time for each of the planned activities; for example, in depth treatment, work in groups or work involving all those present.

Flexible and sensitive attitude: it is desirable for you to keep an open mind for group work and if necessary agree and create with the participants approaches different from your own. Usually, you will work with a heterogeneous group of adults who have academic training, jobs and experience and already established attitudes.

Ability to synthesize: you feedback the participants' contributions in an objective way, consolidating the results of the workshop. On the basis of the different contributions and discussion, you must also combine the contents; for example make a summary, highlighting

[1] See: p. 118 Section 8.3 The toolbox, Tools for training

the most relevant points, drawing synoptic charts, plans or diagrams.

Capacity for self-control: remember that your attitude and appearance in itself sends out a message. You are there to complement knowledge, which gives you power which you need to handle prudently and intelligently. Therefore, you must adopt an open approach, remaining calm and in control during the various discussions.

Ability to manage the visual aids: you must have adequate knowledge of the visualisation tools[1] and how to work the technical equipment you are going to use; if you lack these skills, ask the moderator for assistance.

7.8.3. What are the trainer's tasks?

When you have been invited and have agreed to participate in a workshop as a trainer, you must bear in mind the following functions:

Before the workshop

With the coordinator you select the thematic content. For this you need information about the background of the workshop (training needs and justification) and the personal and professional profile of the participants.[2]

You participate in the workshop preparation meetings in which the training team presents, discusses and agrees matters relating to the workshop. In this way:

- You ensure that the focus and thematic content are selected according to the level of the participants and the time available.
- You suggest other trainers –if necessary– who could be invited to develop or support a specific theme.
- You agree with the coordinator and the moderator the requirement for practical scenarios to support the development of the content and the possible alternatives, for example field trips, which will be most beneficial in supporting the content.

You prepare the contents for each theme. Because it is used to create the workshop timetable it is important for your presentation to be in a logical order.[3]

You define the tools and technical equipment needed for each session and discuss them with the training team; for example, the case studies to consider or the simulation games to bear in mind or the tasks for working in groups.

You prepare the visual aids for presentation and the materials to hand out to the participants, such as the bibliography or books they must bring to the workshop, and you select the photocopies.

You are in constant communication with the training team to continue refining the workshop schedule.

You arrive one day before the workshop and participate in the detailed planning of the different sessions, you review your presentation and prepare the materials for the induction and other sessions in which you participate.

During the workshop

You present the themes and place these within the framework of the workshop. For each theme, you present the content and the way in which it is going to be dealt with.

[1] See: p. 107 Section 8.2 The toolbox, Tools for visualisation
[2] See: p. 34 Section 4.2 The training workshop, Creating the training workshop
[3] See: p. 86 Section 7.5 The training equipment, The timetable

The trainer ensures that the contents are transmitted in a language that is understandable for participants of all levels and from all backgrounds.

You ensure the logical sequence and linking of the themes.

You refine, with the moderator, the instructions that will be given to the participants for group work and you facilitate contributions using different tools.[1]

You take advantage of visits and excursions to reinforce knowledge. If necessary, use materials such as maps, plans, diagrams and exercises.

You contribute to a more detailed understanding of the themes, facilitating bibliographical references, recommending other experts on the subject, suggesting ways to experience something in different contexts or giving out internet addresses.

You close each thematic session ensuring that all the concepts are clear and that the learning objectives are being achieved.

You participate in the ongoing feedback meetings of the training team and objectively evaluate the progress of the schedule in order to adjust it according to the training needs, both in terms of the content and the methodology.

You review and adjust the thematic and material content each day.

You try to have the time available for extracurricular conversations with the participants.

After the workshop

You comply with the commitments and schedule you have agreed to.

You participate in the evaluation of the workshop and the design of the follow-up.

You review the photographic record so that the contents are correct in relation to the process and the results.

Each trainer has a particular style when dealing with the subject matter and behaving in front of a group, but remember that your relationship with the participants takes place on two interdependent levels: an objective level – the things you say – and another emotional level – how you say them.[2] Therefore if, as trainer in a workshop, you are only interested in presenting the content and do not take the trouble to create and facilitate an atmosphere of harmony and understanding with the

[1] See: p. 101 Section 8.1 The toolbox, Tools for participation
[2] See: p. 13 Section 3.1 Conceptual Framework, Learning

participants, it will be difficult for the participants to assimilate the content.

In our experience, as a trainer you must pay attention to the following elements:

- *Truth does not simply exist, it is built. The search for answers to a problem is a purpose that brings people together. The workshop is a space to share, make suggestions, discuss, agree and build answers.*
- *The starting point is not zero, i.e. the experience, prejudices and knowledge of the participants are the starting point for beginning to reflect on the subject, improve skills and create the potential for change. It is important to explore the participants' opinions on every topic.*
- *Nobody is completely ignorant and nobody knows everything. Therefore, evaluate and integrate the different day-to-day and institutional experiences of the participants when dealing with each theme.*
- *Retain objectivity throughout the workshop.*
- *Take care in addressing the participants' political, moral, cultural and religious feelings.*
- *Only use examples you know well.*
- *Adopt a professional and serious attitude, even outside working sessions.*
- *Stay calm and be tolerant and open to different opinions.*
- *Remember that "laughter helps learning" and you will be surprised at the quantity and quality of contributions you receive during a workshop.*

7.9. The support people

7.9.1. Who are the support people?

The support people liaise with the different aspects of logistics, depending on the needs of the workshop. In a participatory and visual type of workshop simultaneous logistical needs occur. If the economic resources exist, one or two people can be employed specifically for this function; this will mean the workshop can run more quickly. If this is not the case, these tasks can be allocated as agreed and carried out by the training team.

7.9.2. What abilities do the support people need?

In our experience, a support person will work well if he or she has the following qualities:

Pleasant and open personality that allows them to work in a team and relate easily to the participants.

Responsibility and punctuality.

Ability to plan and prioritise tasks.

Ability to organise and maintain order.

Ability to use computers and programmes to type up documents and display boards and create tables, acetates, plans or diagrams.

Ability to handle technical equipment and visual aids.

To know of or be able to locate places or key items close by, such as photocopiers, photographic stores, stationers and other places that may be used to provide services during the workshop.

7.9.3. What tasks do they have?

As a support person you will be managed by the coordinator, although you liaise with all the members of the training team. Usually, you are present from the day before until one day after the workshop.

Before the workshop

You check that the quantity of materials is sufficient for the different sessions.

You check that the technical equipment is available and in working order.

You help to prepare the materials for the opening of the workshop, as well as the room where the workshop will take place and other rooms that may be needed.

You prepare your workspace, with the resources available, such as computer, printer, paper for the printer, telephone directory, important telephone numbers, city map and other office materials.

You and your colleague –if applicable– share the tasks on the first day as shown in the workshop timetable; for example, one will ensure constant availability of display boards and the other will create the photographic record.

You ensure you know the surrounding area and the key places that might be needed, for example, a photocopy service.

You familiarise yourself with the general programme (what the workshop consists of and how it is to be run) so that you can analyse the different support options for the workshop.

You get to know the people in the training team and their roles.

You gain information about the number of participants and their profiles.

During the workshop

You contribute to ensuring the group work rooms are clean and tidy.

You ensure that there are always enough materials available (marker pens, newspaper, cards, pins, glue, masking tape).

You keep the visualisation materials ready for each session, i.e. enough paper on the flipchart, the display boards are covered with paper, the display boards in use are in good condition, sufficient cards in a variety of colours and shapes and the pins in the designated places.

You anticipate when technical equipment and teaching materials might be needed and you put the teaching materials for each workshop session in the designated places. For this task you should pay attention to the workshop timetable and to instructions from the training team.

You liaise with whoever is necessary to ensure meals and refreshments are on time and served in the designated places.

As instructed by the training team, you organise the display boards after each session or carefully fix the cards on the display boards and retain those that are to be kept, placing others in the recommended places (some can be used as teaching materials in later sessions) or discard those that are not needed.

You transcribe the training materials as instructed by the team; for example, make a fair copy of the workshop timetable, create tables or matrices.

You collaborate in creating the photographic record, depending on the recommendations of the person responsible; for example, take some photos, have them developed, crop and organise them as instructed.

You obtain general information and make it available for the people in the workshop, such as the map of the surrounding area, the public transport system and the prices, important telephone numbers, access to tourist sites with charges and opening hours, the addresses of other sites of interest that may be relevant to the workshop.

You create a directory of all participants in the workshop and check that the information is complete and correct.

After the workshop

You hand over material that is outstanding.

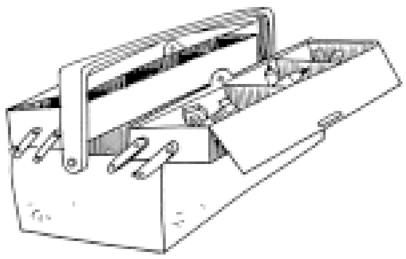
You return the equipment and assist with handing back the installations in the condition in which they were found.

Participation in a workshop also allows you, as a support person, to relate to the participants and the training team, giving you the chance to share and learn practical things for the future. This can be achieved if you take an interest and keep an open mind.

In order to make the most of the working experience – to achieve a good balance between learning and enjoying the workshop, among other things we recommend the following:

- *Make enough time available to be permanently in the workshop.*
- *Ask and be sure that the procedures and results of the tasks are clearly understood. This will avoid the repetition of some tasks and therefore unnecessary use of time.*
- *If any doubts remain about the order of the cards on the display boards, it is best to ask the person responsible before putting them in place.*
- *In distributing the tasks, bear in mind individual abilities and the priorities of the workshop and inform the coordinator about these arrangements.*
- *As you are in a participatory space and all ideas count, you must communicate your initiatives and suggestions to the training team so that they can be taken into account.*

8. The tool box



In training workshops, the most important thing is that people learn and then apply this learning to their daily lives. We have already seen the conceptual frameworks for the training workshop: learning, communication, participation and time management.

Once you are clear about the focus of your training, your main challenge is to make the learning and participation viable by choosing and implementing the most appropriate tools tools. We will not enter into any semantic discussion about what is method, instrument, technique or material. We will simply offer the tools that you can choose according to your needs be they visualisation, participation, analysis, presentation, integration, etc.

These tools can be combined according to need. For example, if we suggest studying a theme in depth, we could choose a number of tools such as the following:

- With a visualisation tool I present the conceptual stages.

- Then through a brainstorm of ideas with cards I allow those taking part to contribute ideas from their own experiences to enrich the presentation.

- Through the previous activity I can organise a role playing game with a view to studying the theme in depth and allow those taking part to refer to and apply their own experiences.

- The results of the previous teamwork can be brought to life with a visualisation tool. For example, cards, in order to reach conclusions that can be built into a display of key ideas.

In this example we use tools to simultaneously encourage participation and to visualise ideas or processes, which are generally tools for training and development.

We are aware that our “tool box” does not contain everything. You might also know of other tools you may want to use and combine with those we present here; that is exactly what it is about, that you go on to perfect your own “Personalised Tool Box”.

8.1. Tools for participation

8.1.1. How can we encourage participation?

One of the main challenges facing the trainer in the development of a workshop is achieving full participation. When preparing the workshop, it is important to bear in mind that the activities and tools to be used in training will to a large part determine its success.

Occasionally, one might think that using tools for participation alone will be sufficient to achieve high levels of participation; in reality, although these tools are very helpful, they are not sufficient on their own for the participants to become totally involved in and committed to the learning process. According to what we have been able to establish through our own experiences as trainers, we include below some of the conditions that should be applied to make participation in the workshop effective.

• Achieving a match between the needs of those taking part and the training theme, determines the level of participants' interest and their desire to get involved in the workshop.

• It is better to limit the size of the group to around 25 people and throughout the training workshop look for activities that can be carried out in groups of no more than five members.

• The special role of the moderator is to motivate and ensure that each person takes part, to balance the various personalities in the group and respect the different contributions.

• A determining factor that facilitates fairness in participation is to establish rules of the game for behaviour and interaction in the workshop and ensure they are complied with.

• The workshop should develop with a sense of progress in which the themes are linked, through a series of steps that follow a logical order; for example, presentations to the group as a whole, individual reflection, collective work, pair work or group work and a full session for agreements and conclusions.

• It is important to provide opportunities for integration through games or extracurricular activities.

• It is better to rotate and change the working groups to allow members to swap groups and get to know all the other participants; this also facilitates the integration of the more timid members of the group.

• Pay attention to the body language of the participants.[1] This helps us to recognise their doubts, their disagreements or non-conformity with the information presented. You, as moderator, are responsible for active participation and should make it easy for participants to ask questions confidently and without fear.

• The actual atmosphere of the venue and in turn of the training, influences participation. The working environment of the room determines whether those taking part feel at ease, attentive and alert; for example, chairs set out in rows limit visibility, communication between participants, joint understanding and group integration. Therefore, you should estimate how much space is required for each activity in the workshop so those taking part can work comfortably.[2]

• Visualisation is the basis for many of the tools that encourage participation; it is important that both the layout and combination of visual elements are the most appropriate for that particular stage of the implementation of the workshop.[3]

[1] See p. 19: Conceptual framework. Communication.

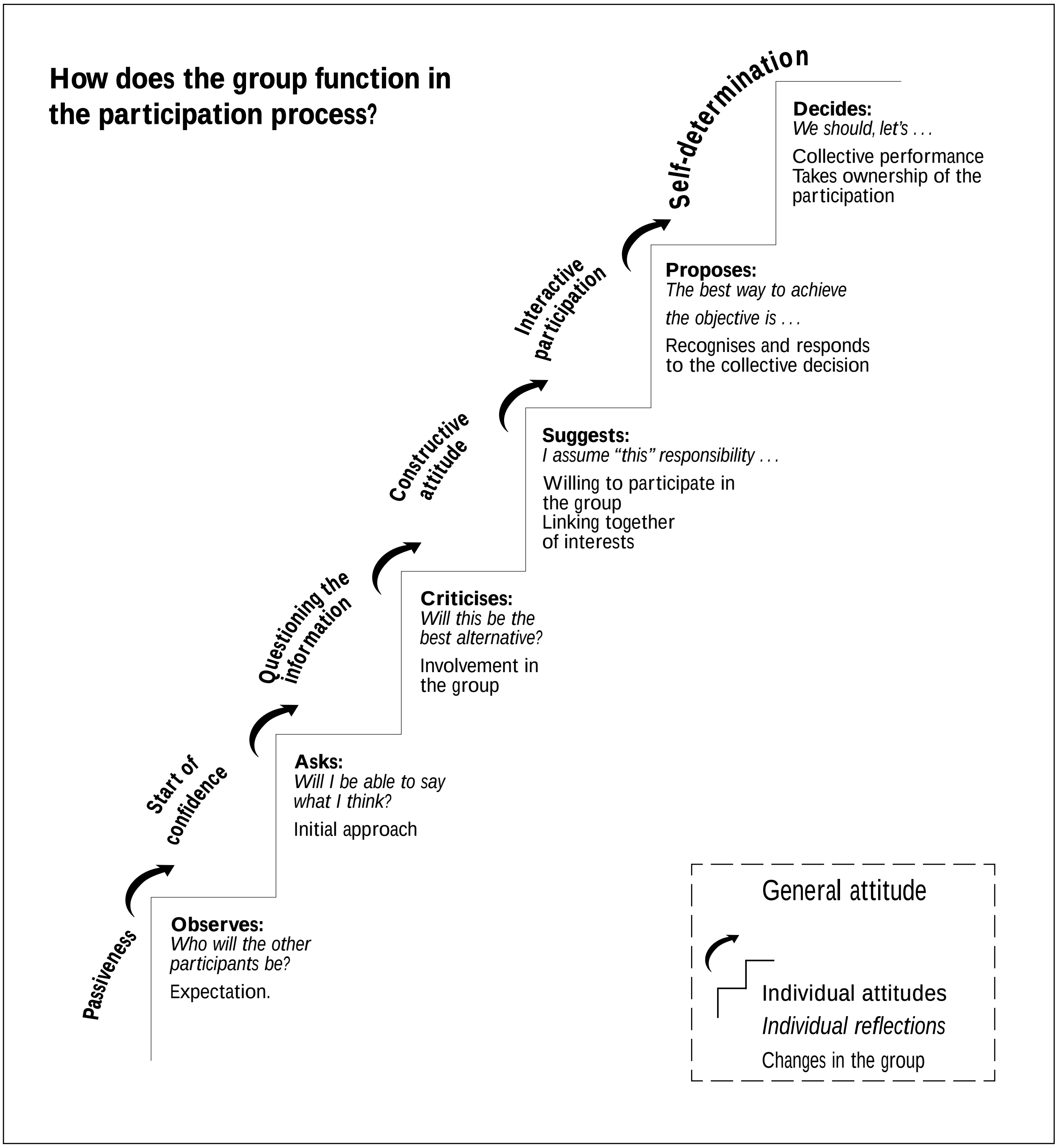
[2] See: p. 44: Organising a training workshop. Workshop venue.

[3] See: p. 107: Toolbox. Tools for visualisation.

8.1.2. Group work

Working in small groups is one of the most frequently used and effective ways of facilitating participation as people are generally more willing to involve themselves in a smaller group which, because of its size positively favours communication and interaction. This positive relationship between the smaller group and greater participation is useful in strengthening learning.

Working in small groups is useful for combining



different tools and facilitates participation; for example a group approaches a theme with a case study and the analysis combines it with a conceptual map.[1]

Team work also helps to encourage responsibility as it is easier for members of a small group to take on the work, time management, the necessary supervision for participation, the production of the results of the exercise and the presentation to the whole group.

8.1.3. Recommendations in forming groups

Here we show two ways of forming groups

- At random: here there are no defined criteria for the selection of a group. For example, members of the whole group number themselves from 1-4, repeating the sequence as many times as is necessary; then those with number 1 join together to form group 1, those with number 2 form group 2, and so on. Or also by placing names of animals in a bag – 4 or 5 breeds of cat, 4 or 5 breeds of dog, etc; those who randomly pick out the same animal form a group. Instead of names of animals, colours or names of trees, etc can be used. The option to form groups freely can also be given.

- According to set criteria: certain people are appointed or put forward to make up part of a group with the objective of finding a balance or a desired composition; for example, groups with participants of a similar background and training or completely different background and training; groups with participants who have the same attitude towards the theme or groups with different attitudes towards the theme; groups of the same gender or mixed groups, groups from different institutions or similar, etc.

8.1.4. Recommendations for working in a group

In order for group work to be effective and successful, both the trainer and the members of the group should bear in mind a number of considerations.

The trainer should:

- Ensure that the size of the groups does not exceed five people so that each member can take part.
- Propose dividing roles within the group; for example, somebody controls the time limits, a scribe who makes a note of contributions from individual members of the group, a moderator who guides the group, and a presenter who presents the results, etc.
- Facilitate the visual presentation of the results of the group work by providing materials and advice on how to present it correctly.
- Have the tasks and instructions for group work clearly visible and have work space prepared with all the materials and equipment required.
- Ensure that all tasks are completely understood by all the members of the group.
- Decide on a time limit for carrying out the task and for presenting the results.
- Remain aware of how the groups develop, lending support and making group members aware of the time limits agreed.

The members of the working groups should endeavour to:

- Ensure that all members of the group have understood the task.

1 See: p. 101: Toolbox. Tools for participation.

- Find a suitable area to work in, making sure that they have the necessary materials and equipment.
- Assume designated roles responsibly.
- Structure the subject and how it will be approached, allocating both the time and the tools to carry it out; for example, writing up their own ideas on cards, then grouping them together and finding the most appropriate title for each set.[1]
- Consult the trainer if there are any doubts about the theme or procedure before continuing.
- Set aside time to prepare the presentation that should include the main contributions and results expressed in the discussion which took place within the group.
- Ensure that the presenter of the results puts forward the group's ideas and not his or her personal interpretation of them. If this happens, it should be made clear to the whole group.

8.1.5. Feedback

What is feedback?

Feedback is the process of giving back impressions, perceptions or opinions produced by the action and the behaviour of a person, with the objective of strengthening his or her knowledge and abilities. The fundamentals of feedback are to give and receive, not to give and answer. But receiving and taking on board criticism can put us in a difficult and uncomfortable position, as we usually tend to justify and defend our attitudes or look for others to blame when we receive a commentary that corrects what we have said. This attitude can limit the learning potential that feedback to trainers offers us.

Feedback is important in training because it encourages and improves positive behaviour and skills, it corrects and improves negative behaviour and reduces incompetence.

Feedback can be incorporated into training at different times and in different situations: for example, after working in groups –about the way the team works; or after a presentation– the person presenting might receive feedback about the content and their particular way of presenting. There are different ways to give feedback: verbally, written –by way of a poll with cards– or listening to a recording.

We have achieved the best learning with video feedback.

What form should feedback take?

For feedback to be effective and accepted it should be:

- **Wanted:** the most important thing for feedback to work is that nobody is forced to give or receive it, because when it is not welcomed by those taking part it is neither given nor received well and is therefore counter-productive to learning.
- **Descriptive:** what has been seen and felt should be explained but not interpreted, assessed or graded. The question is *what did I see?* Or *what impression was I left with?*
- **Specific:** General terms should not be used. Feedback should be specific to a situation.

[1] See: p. 138: Toolbox. Tools for training. The poll by cards.

• **Precise:** Feedback should be as clear and exact as possible without any big introductions or complications, so that it is understandable.

• **Appropriate:** Criticism should be sincere and constructive and it should consider the person receiving it; it must not be negative, scornful or unfair.

• **Suitable:** Only issues a person can change or influence should be criticised or discussed.

• **At the right time:** feedback should be given as soon as possible so the situation can be recalled.

Suggestions for the trainer

• The trainer should create an open and comfortable atmosphere to facilitate feedback, which can be a delicate situation and occasionally even unpleasant for the person receiving it.

• People should not feel obliged to take part in the feedback process; you should be sure that everyone involved wants it.

• Before giving a person feedback, they should be offered the opportunity to express how the experience was for them and how they felt about the situation.

• As the trainer you should not repeat or comment on what participants have said.

• Criticism should not be overstated or excessive.

• You need to be the referee and ensure that rules have been followed, defending the person receiving feedback whenever that criticism becomes excessive or unfair.

• Allow humour as it removes the fear element and encourages confidence. However, do not allow people to make cruel or personal jokes.

Suggestions for the person giving feedback

• Mention the positive points first and then the negative.

• Do not make general criticisms but refer to the current time (the here and now) and to a specific example.

• Direct your feedback to the person you are criticising, looking at them directly.

• Speak in the first person, giving your personal fee-dback and not other people's.

• Specify the consequences of what has been observed or perceived.

• Make specific proposals and give options for improvement; do not give advice.

• Do not make personal criticisms or make judgements about the person's character.

• Do not make comparisons.

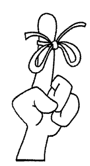
Suggestion for the person receiving feedback

• Listen carefully to the feedback and keep an open mind.

• Ask for clarification if you do not understand what is said to you.

• Do not give any explanations nor justify or defend yourself.

• Choose what you want to accept and apply it.

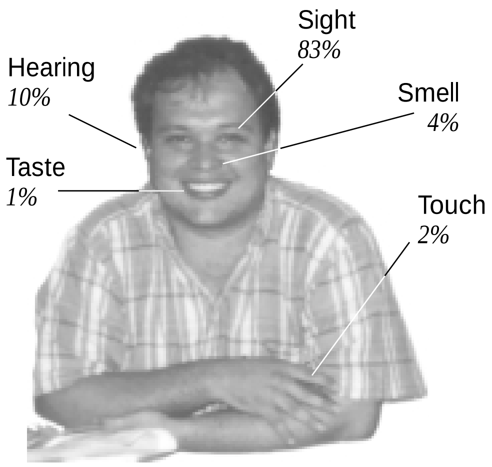


Feedback should be carried out continuously throughout the training and when applied correctly it benefits and improves the relationships between all those taking part in the workshop – the training team and the participants.

Be happy to have the opportunity to receive fee-dback. It is a way of improving your abilities and knowledge.

8.2. Tools for visualisation

In the chapter focussing on learning, we mentioned the importance of the senses (sight, smell, touch, hearing, taste) as ways of receiving information. On average, we acquire 83% of information from sight, 10% from hearing, 4% through smell, 2% through touch and 1% through our sense of taste.



The objective of visualisation is to encourage learning. Visualisation does not substitute oral communication, but supports and complements it. What is presented in a report or presentation requires a great deal of concentration for it to be remembered, but if it is presented visually it can be memorised more easily.

Visual presentation helps:

The recipient retain information more effectively

Guide participants through the process

Reduce the amount of words used

Highlight the essential items

Revise what has been presented

Reduce the risk of misunderstandings

In all types of visualisation, the tendency people have to read has to be considered, so that visual information can be absorbed quickly. In our western culture we read from left to right and top to bottom.

In this chapter we will talk about the different times within a workshop when some of the main visualisation tools can be employed; we have highlighted each tool so that it is set in a frame with explanations about the advantages, disadvantages, dangers and requirements for using them. At the end, we will talk about the didactic materials that methodologically sustain the content of the training.

The choice of one or other form of visualisation is subject to a number a factors: the size of the group, the content and theme, the profile and level of training of those participating, the availability of materials and technical equipment and when they will be used.

Cards

Visualisation with cards is based on the METAPLAN® concept. Its objective is to facilitate participation and learning in the development of the workshop: ideas, proposals and results of displays, discussions and agreements can be written on cards to make them visible and which then become materials for further work. This also makes up the daily account of the process and forms the basis of the photographic record.

Cards are not only a method of visualisation for the trainer's presentations, but also an instrument for participation where those taking part can write down their ideas and contributions. Therefore it is worthwhile having a basic level of schooling amongst participants. However, it is also possible to draw images on the cards, thus substituting the written message, or to assign individuals to write down the ideas generated in groups where the participants are illiterate.

Recommendations for writing on cards

How?	What for?	Why?
Only one idea per card	Facilitates the building up of ideas	More than one idea per card makes it more difficult to organise ideas
Maximum of three lines of writing per card	Makes it possible to read them at a distance of 5m	Three lines of writing per card is the maximum for it to remain legible.
Describe the idea in clear words	To understand the message	Isolated words do not mean anything
If more than one card is needed to express the idea, they should be numbered 1 2	It completes the idea or message	One complete idea may not fit on one single card 1 2
Write as though your writing is printed Clearly	The first letter in upper and the rest in lower case makes it easier to read 1 2	*Italic letters are difficult to decipher.*
Avoid using only upper case letters		UPPER CASE LETTERS MAKE COMPREHENSION DIFFICULT
Leave spaces between the words	So that the message is legible	If the words are very dose together the are difficult to read
Write in blue or black ink	Only use red or green ink to highlight or underline	Red or green writing does not photocopy well
Write with the wider side of the marker pen	So it reads more easily	This is very thick This is very fine

How are cards used?

Different types, shapes and colours of cards are used in accordance with the structure of the message and the need to highlight and organise ideas.

We recommend the following:

- Small rectangles for ideas and information.
- Ovals for headings and titles that head groups of ideas and information collated in the rectangles.
- Large rectangles for headings or titles of the session theme or for questions about group work.
- Circles to highlight, organise or evaluate a point.
- Clouds: for headings or general and important questions.

Avoid cards in strong or lurid colours that might dominate and devalue the message of the idea. Also, if you intend to take photographs of the displays, it is better to use light coloured cards. To avoid distracting the eye or making learning difficult, a display should not be overloaded with too many colours; it is ideal to use no more than four colours per display.

You can freely choose the shape and colour of your cards; we recommend that you follow a logical structure in their use so that they aid learning.[1] Cards also:

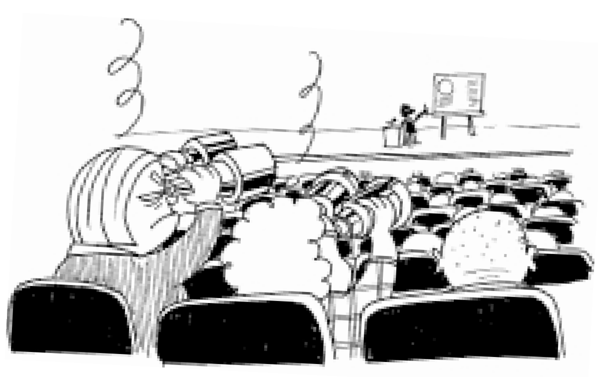
- Allow the gathering and organisation of ideas, the introduction and following of changes.
- Allow the combination of different shapes and colours to differentiate messages according to their content.
- Can hold complementary themes and information.
- Make information ever present.
- Allow you to see the organisation and process of the discussion.
- Help participants to think about what has been presented and discussed.
- Facilitate the introduction of themes and concepts.
- Offer an overview of the theme or discussion.
- Make participants concentrate on the essential points.
- Help to reach an agreement on the theme.

In addition to the above mentioned recommendations, bear in mind that:

- For many of those taking part, this is a new way of working, therefore it is important to allow plenty of time for people to adapt to this tool and adopt its rules.
- For some people cards can be too rigid and restrictive.
- A lot of materials are required (cards, marker pens, posters, pins, etc.)

The flipchart

The flipchart is the best known and most widely used method for small working groups or during a group presentation and in many places it has replaced the traditional blackboard. Usually with a flipchart you note



[1] See: p. 54: Organising a training workshop. Format of materials list required for running a visual participative workshop

down only the main ideas and key concepts of the presentation. Words, letters and graphics need to be written in an appropriate size so they can be read from a distance. Furthermore, you must ensure that words are written in straight lines and with clear images. Sheets that have been used and that contain useful information can be hung up in the room so that they are visible to the participants.

Acetates or transparencies

Acetates are generally used for presentations to the whole group and can be used for large groups. Before using acetates or transparencies, you must ensure that you have the correct equipment and fittings in an appropriate place: overhead projector, electricity, sockets within reach, electrical extension leads and surface for projection.

To prepare acetates and transparencies, bear the following points in mind:

- Use a font size that can be easily read (min. 8mm) and do not write more than eight lines per acetate.

- Leave plenty of margin space: the area that is projected is not the total area of the acetate. When using acetates in landscape format, margins on the left and right should be 5cm, and top and bottom 3cm. When using acetates in portrait format, margins should be 3cm for left and right and 5cm for top and bottom.

- Use upper and lower case letters: text written solely in upper case is difficult to read. You should also opt for printed letters, which are more legible than manuscript.

- Choose an appropriate contrast between the text and background: dark lettering on a light background is easier to read than light lettering on a dark background, it saves on printing ink and photocopies better.

- Use drawings and graphics: often a picture or graphic image can say more than words.

- Use the same format throughout the presentation. For example, use only one type of font and the same type of numbering when organising information.

The multi-media projector

Multi-media presentations can be interpreted as the evolution and improvement on the acetate; therefore the notes and recommendations made about acetates are also valid for a multi-media presentation.

Usually, a projector presentation uses various colours and moving images; therefore take into account that:

- The projection of colours can change from one projector to another; it is recommended that the presentation be tested out on the equipment available at the workshop.

- If you are going to make a multi-media presentation on acetates, it is possible that you may have to change some colours and backgrounds and some of the text to obtain a light background and dark lettering.

- Use available effects in a manner appropriate to the content and group.

Other: posters, maps, slides, photographs, films or videos, audio and visual aids, etc.

These can also be interesting to give a visual dimension to your presentation. Usually, these materials have been used before; you therefore need to decide whether they deal precisely with the theme and desired content or whether they merely touch upon it superficially. You also need to decide whether they are appropriate for those taking part in the workshop.

Didactic materials

Didactic materials are what you give out to the participants to reinforce and complement learning, such as documents, bibliographies and working manuals.

Usually there is a tendency to be more concerned with including a large amount of information than with dedicating time and attention to the suitability and visual clarity of the material. Obviously, the content and essence of the document is what needs to be transmitted; but the material should be attractive and enjoyable, as this will encourage the participants to read it, which is the very objective it is trying to achieve.

Didactic materials for training can be given to participants before, during or after the workshop. The decision of when to do it is subject to training needs.

It is beneficial to hand out materials before the workshop if the objective is:
to inform participants beforehand and generate a common basis for the theme. These are generally reading texts that introduce the theme to participants.

It is beneficial to hand out materials during the workshop if the objective is:
to encourage learning at the same time as the presentation. They could be summaries or key notes about the workshop theme or reading texts. If they are instruction manuals, you should hand them out when they are to be used.

Other advantages of handing out materials during the workshop are:
- The materials become part of the learning process.
- Participants can add their own notes to the materials.
- The trainer can observe and note how the materials are received and utilised.

If you decide to distribute materials during the workshop, bear in mind that:

- They may create interruptions in the training session and distract those taking part.
- At the time the material is given out, the possibility of a critical discussion about its content is limited.

It is beneficial to hand out materials after the workshop:
if the objective is to complement and document the presentations and reinforce the training follow-up. The photographic record or more specific texts about the themes dealt with in the training can be some of the material sent to participants after the workshop.

Some advantages of handing out material after the workshop are:
- Participants are motivated to make their own notes during the workshop.
- The content of the material refers directly to the specific topics covered in the workshop.
- They generally correspond to the interests and requests of the participants with the objective of delving deeper into the subject.
- They support the follow-up tasks and commitments.

If you decide to hand out materials after the workshop then take into consideration that:
- Those taking part cannot add their own notes directly to the materials.
- There is the danger of materials not being read but instead put away without being used.
- It reduces feedback.
- It can be costly and time consuming to send them on.

8.2.1. Presentation tools

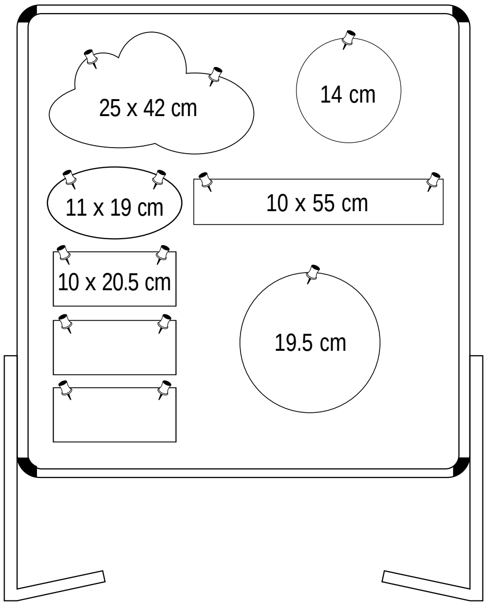
Cards

Advantages
- Very versatile
- Can be made up with the help of participants
- Favours participation
- You can give a logical and ordered sequence of ideas and group them into categories to visualise the processes.

Disadvantages
- Can only be used for small groups (up to 25 participants)
- They require the trainer to be dextrous when handling this tool and to give very specific instructions to the participants
- They require the use of a lot of materials

Dangers
- That the trainer is not clear on the objective of the display or how it should be: the exercise can end up confused and important ideas lost.

What do I need?
- Strong paper
- Cards
- Pins
- Adhesive tape
- Glue
- Marker pens
- A large wall to display cards



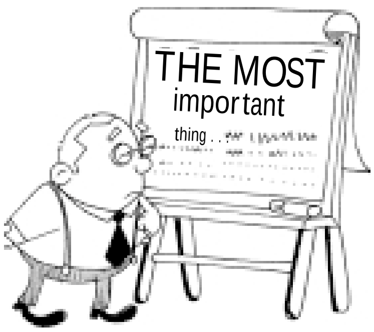
Flipchart

Advantages
- Low cost.
- Easily transportable; presentations can be made away from the main area of the workshop, even outside.
- Very few technical requirements.
- It allows sheets to be produced beforehand and notes, ideas and contributions can be added during the presentation or immediately after the presentation.
- It can be prepared and produced on site.
- Information can remain on display throughout the whole workshop.
- If you experience technical problems with a presentation you have prepared on a computer or acetates, the flipchart can get you out of jam and you can still make your presentation.

Disadvantages
- Bulky to store away.
- Can only be used with small groups (maximum 15 people).
- The person making the presentation spends much of the time with their back to the rest of the group.

Dangers
- Your writing may start off legible and then get smaller and smaller to become illegible.
- You may miscalculate the space available or the amount of information that can fit onto each sheet.
- You may miscalculate the number of sheets needed for the presentation.
- You may go over the time allowed for the presentation.

What do I need?
- A flipchart
- Paper
- Marker pens
- If you are planning to add further information to the sheets during the presentation, prepare a model to work from with the amount of information that goes on each page together with the layout. Make a note on each sheet how long it takes to calculate the length of the presentation.



Acetates

Advantages
- You can build up and improve your presentation adding further information and notes with a special marker pen during the presentation.
- The trainer does not require any particular skill to use them.
- They can be changed and printed off on your own computer.
- They can be filed easily.
- They take up very little space.
- You can build on a concept or image (diagram, map, etc) during the presentation to illustrate a process or a logical order by adding further acetates.

Disadvantages
- Acetates require order and you need to know your presentation thoroughly (acetates should be numbered for each event or presentation).
- There is only space on each acetates for a few lines of reasonably sized text; therefore they can only be used to highlight ideas or key concepts that then must be developed verbally by the trainer or the person making the presentation.
- The room must be dark to use the projector, which makes it difficult for participants to take notes.
- You have to produce written hand outs that include the ideas and concepts produced on the acetates together with more detailed information from the verbal presentation; therefore acetates cannot usually simply be photocopied and distributed – a separate sheet needs to be produced.

Dangers
- Too much information and small type on acetates can make them illegible when projected.
- The image projected may not fit the size of the screen.
- Faded, aged or ruled acetates become illegible.
- Solid text is more appropriate for a brochure or leaflet.
- If the projector stays switched on without being used, it can distract people's attention.
- The presentation may not coincide with the acetate on the screen.
- You may not have enough time to show all the acetates and may end the presentation without having presented some of the key concepts.
- You may waste time adjusting the image (position, focus, distance, connections, etc.)
- The light bulb burns out.

What do I need?
- An initial outline that serves as a guide for developing ideas for the acetates in an orderly manner.
- Acetates that can be used on a laser printer, dot matrix printer or photocopier, and that can be printed in colour or black ink (according to requirements or equipment).
- Special pens for acetates (permanent ink).
- Overhead projector.
- Spare bulb.
- An outline for the person making the presentation with additional ideas that should be developed verbally, following each acetate.

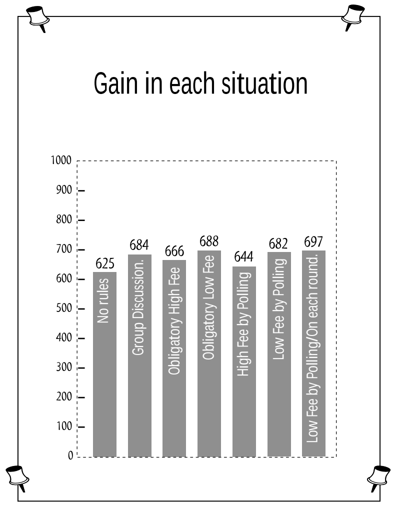
Displays

Advantages
- They allow information to be presented in a systematic way and can include photographs, images, maps, diagrams and text.
- They can be exhibited throughout the whole workshop
- They are easy to use.

Disadvantages
- They require time to design and make up.
- You cannot add commentary or notes to them.
- You need a lot of space to exhibit them.

Dangers
- You may use notes written by other people or you are not completely familiar with them.
- Notes may be read literally, or rather, the presentation can become narrated and concepts can lose meaning and depth.
- You may get used to using the notes or depend on them to speak in a clear and logical manner.
- The presentation does not coincide with the written information given out to the participants.

What do I need?
- Strong paper
- Images, photographs, maps, diagrams, etc.
- Glue
- Printing resources, writing materials
- Adhesive tape or other means of putting them on the wall.



Slides

Advantages
- You can build up and improve your presentation by adding or changing slides.
- You can combine images with text.
- Your presentation can be made to small or large groups.
- They are particularly useful to demonstrate detail or machinery, places, people and general images captured on camera.

Disadvantages
- You cannot add any additional information during the presentation.
- They are easily damaged.
- They can only be referred to in a specific order.
- Costly to produce.
- The room needs to be dark making it difficult for participants to make their own notes.

Dangers
- Using poor quality photographs, which only become evident when the slide has been projected.
- Technical and logistical problems on the day of the presentation; the film becomes tangled, the bulb blows, there is a electrical power cut . . .

What do I need?
- A script
- A presentation produced on a computer and additional images to be sent away and made into slides.
- To number the slides.
- A room with appropriate technical resources: projection equipment, table, remote control.
- Spare bulb.
- To do a trial run so the presentation runs smoothly; to check the clarity and quality of the slides, the location of the equipment, the focus and visibility from all parts of the room.

Notes or prompts

Advantages
- They complement information that has been presented by other means – acetates, slides, computer, etc.
- They refresh the memory of the person making the presentation and help them to follow the main thread of the theme being presented.
- Useful to call up and include statistical data.
- If your technical equipment fails, you can still make a verbal presentation.

Disadvantages
- The person making the presentation must develop their own style to create notes that are easy to follow and understand.

Dangers
- You use notes that have been written by someone else and that you are not completely familiar with.
- You simply read out the notes and the presentation becomes narrated so that concepts lose meaning and depth.
- You get used to using notes and depend on them to speak in a clear and logical manner.
- The information presented does not coincide with written handouts given to participants.

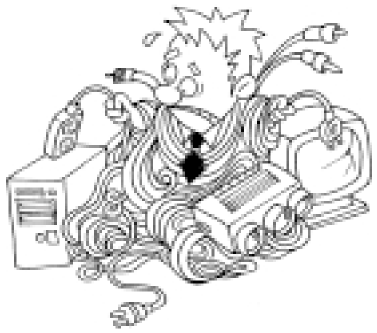
What do I need?
- Additional information that can be used alongside other methods of presentation (acetates, slides, flipcharts, etc.), not the same information.
- Cards that have been numbered or differentiated by colour and put in a logical order.
- Concise and clear writing
- Enough light to be able to read the notes. Ideally a halogen lamp on the table, with the light directed downwards, so that it does not affect the projector, nor distract the audience.
- To do a trial run so that you can time the presentation and make any other additional notes on the cards.

Multi-media presentation

Advantages
- Can be connected to a computer or video player to project both still and moving images.
- Makes presentations more exciting.
- Versatile.
- You can use graphics more easily.
- Flexible.
- The same presentation can be used over and over again.
- The person making the presentation does not have their back to the audience.
- Short production time.
- It allows different types of presentation: video, information prepared on a computer (with or without effects), video conference, etc. The image projected can be seen on a wall, back-cloth or a screen.

Disadvantages
- Requires skill both in its design and presentation.
- Some audiences may not accept it.
- You need the room to be dark, which makes it difficult for participants to make their own notes.

Dangers
- Too many effects can distract the audience from the fundamental point of the presentation.
- There is no visual or graphic unity.



What do I need?
- A script.
- Technical resources to prepare the presentation.
- A suitable room; that can be made dark, with visibility for all participants and a screen or wall to project the image onto.
- Electricity.
- Technical knowledge and skills
- Equipment, cables and technical resources the presentation requires (computer, video player, telephone line, etc.)
- A suitable table for the equipment.
- A disc or cassette that contains the presentation.

Video

Advantages	Disadvantages	Dangers	What do I need?
• Allows you to record the proceedings. • Enjoyable because you can include music, special and sound effects simultaneously. • It has impact.	• Very costly. • Particular technical requirements. • It is lineal – it has a beginning, middle and end, which cannot be modified. • You cannot make any verbal observations during the presentation. • From the very moment of pre-production – the process of producing the schedule for the presentation – you have to be very clear about the structure of the theme. • You need specific skills to prepare it.	• The narration does not coincide with the presentation. • Logistical problems hinder projection (no extension cable or connection, power cut, etc.).	• A general script • A pre-production outline. • Production equipment (camera, lights, microphones, cables, cassettes or discs to record onto). • Visualisation equipment to make an inventory of the images. • Post-production equipment. • Payment for music royalties (if you are going to use music). • Presenter, editor, producer. • Transport. • A room suitable for a projector and equipment (multi-media projector, television, video player, screen or wall, etc.).

Computer Presentation

Advantages	Disadvantages	Dangers	What do I need?
• Easy to transport on a floppy disc or CD. • Versatile, can be modified as many times as necessary, the order of frames can be changed, new information can be introduced, etc. • Widely available computer programmes allow you to include different effects in movement, colour, composition, etc. which has a big impact on the audience. • It can be interactive. • It does not require any other manual skills other than knowing how to use that programme. • It can be projected by different methods (a monitor or video projector) or printed on acetates or transparencies and presented through different projection systems.	• Depending on the type of projection used, it can only be used for smaller groups. • Requires computer skills. • As can happen with acetates (that can also be prepared by this method), it highlights ideas and concepts through phrases or lists. It is not suitable for presenting long paragraphs. • You need to hand out printed information to participants to include what has been verbally presented since the room needs to be dark thus making it difficult for people to make their own notes.	• Too many effects or unnecessary effects can distract attention away from the fundamental theme of the presentation. • Lack of graphic unity. • Too much information. • Technical problems in projection: the programme being used is not on the computer at the location, problems with cable connections, small monitor, the video projector does not work, etc. • Using a presentation prepared by somebody else without looking through it first or allowing time to familiarise yourself with it.	• A script • A computer with the appropriate programme. • Photographs, diagrams, maps, logos, drawings, plans, etc. and a scanner to load them onto the computer. • A computer at the site of the workshop that has the same programme used to produce the file and the same fonts used in the presentation. • Something to project the presentation onto: television, multi-media projector and screen, back-cloth or wall. • A suitable room: that can be darkened and that allows all participants to clearly see the screen. • Outline for the person making the presentation. • To do a trial run at the venue before the actual presentation.

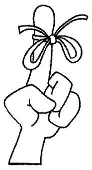
Field trip or Site visit

Advantages
- Direct and genuine contact with the experience that is relevant to learning.
- Interactive.
- It favours participation and contribution from those taking part through spontaneous questions.
- Often, having a group site visit is an irreplaceable part of the training process.
- There is no need for any technical expertise apart from, perhaps, being able to use a megaphone.

Disadvantages
- Both the hosts and the visitors require an introduction before the visit for it to be productive and to reduce the risk of a negative impact on site.
- Careful preparation and confirmation is required shortly before the visit so that appropriate conditions at the site are in force.
- The escort (trainer, coordinator or person making the presentation) needs to be able to maintain cohesion in the group during the visit.

Dangers
- Transport problems.
- Cultural conflict between visitors and host.
- Time spent on the journey is greater than the duration of the visit or excessive when balanced with the benefits of the excursion.
- The group has a negative impact on the host.
- Public order issues.
- If it is a large space, the group can break up.
- The site conditions have changed and the visit loses its meaning because it is not what was anticipated (a process, group of people, procedure, etc.).
- The megaphone distorts the sound and does not fulfil its purpose.
- The visit goes on for longer than planned.
- The trainer is unable to maintain the main purpose (the relevance of the visit with the theme and with the workshop) and the training activity becomes little more than a tourist trip; a great deal of irreplaceable time is lost as well as the whole concept of the training.

What do I need?
- Transportation.
- A programme.
- Instructions for how the group should behave and a timetable for the visit.
- Map of the site.
- A host who has been informed and prepared for the visit.
- Confirmation of all the minor but nevertheless important details (food if it is necessary, availability of toilets, etc.).
- A megaphone.
- Important: a group should be made aware beforehand of what is suitable attire for the visit (shoes, coats, hat, waterproofs) and if it is necessary to use insect repellent or sunscreen, etc.



In all visualisation, the skill is to convey the content of the message in as few words and images as possible. Take care, however, not to use isolated words that make comprehension of the concept difficult.

Use visual methods that you can control. If you are using a particular method for the very first time, have a trial run beforehand and show your presentation to somebody you trust to find out their opinion, so that it can be adjusted and refined.

Choose ways of visualisation that are appropriate to the group of participants and avoid using too many different methods. First, because it takes a lot more organisation; second, because there is a greater possibility of encountering problems and third, because too many changes can be tiresome for participants. Remember that quantity is not synonymous with quality. This is also relevant to the quality and combination of colours you use. The most spectacular and colourful is not always the easiest to understand; use them to emphasise a point and not to merely make an impression. When using visuals, face the group and not the screen or display board.

We are aware that there are circumstances when you cannot use a visualisation tool that we have recommended in this chapter. In such cases, there are other ways of gathering information from the workshop and producing documentation; for example, recordings from work sessions, presentations and discussions. This takes time and requires discipline and commitment to bring all the information together.

8.3. Tools For Training

From the beginning, we have said that participation is one of the essential points of focus of this manual. We can also assure you that it is a challenge to achieve participation, but one that can be successfully faced by using a combination of factors; one of which is the use of teaching aids.

We have made a summary of the complementary tools that can fulfil different training needs, and that you can improve with those you already know, with your own opinions or a combination of the two.

Which tool should you use?

Remember that there is no hard and fast rule; the tools we introduce here should be accepted as possible options to work alongside the specific focus for participation. Each workshop is a unique event and therefore the choice of tool will be subject to finding a balance among the following criteria:

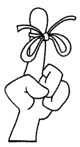
- The theme of the workshop and its content.
- The type of information you want to obtain: quality or quantity.
- The way you store the information you have gathered: in its original format or simply a summary of what has happened.
- The professional and personal profile of the participants: do they have the same profession, training or level of experience? Is it a heterogeneous

group? If it is mixed, what percentage is from each group?

- The size of the group of participants. There are tools that are useful for smaller groups but can lose their impact and effectiveness in larger groups.
- The stage of the training process – whether it is introduced in the initial stage, the intermediary stage, the advanced stage of the implementation of the workshop or even at the final or post-workshop stage.
- Specific needs; for example, working out problems, giving alternatives or making decisions.
- The time available for the exercise to be carried out.
- The cultural context in which the exercise is developed.
- The physical space being used.
- The level of knowledge and understanding the training team has for using the tools.
- The availability of resources and materials required to implement each tool.

The needs of the participants will determine the combination of tools used to allow higher levels of participation and successful gathering of information when the different results are brought together.

Before suggesting the use of one or other tool, we recommend that you check beforehand what you have and confirm the quantity and quality of technical and logistical requirements available.



You should take care not to put across the feeling that you want to make people participate, but these tools are resources and therefore to use one or the other is not the sole objective. The most important thing is to meet the training needs of those taking part; the use of participation tools should be directed towards this purpose.

Look to use tools you already know through previous experience or a new one you have tried and tested so you can be sure it will work. Never improvise.

If participants give alternatives to the tools and methods you have put forward, do not be annoyed; on the contrary, find out about them and look to improve your own tool box. By doing this you respect and value your participants and put into practice the principle that learning is mutual.

Before actually applying the tool you have chosen, make sure that the process is clear; you will therefore create a relaxed atmosphere. Show flexibility to adapt the chosen tool to different circumstances in case it is necessary to do so; be creative so you can make the most of the opinions of those taking part. Look for the opportunity to visualise objects, materials, events, expected results, time and specific recommendations for each activity; this will help you to achieve your objectives with the greatest precision.

How many people ?

10 - 25

How long does it take ?

In total:
10 - 50 minutes

Per person:
2 minutes

What is its purpose ?

To start the workshop and for everybody to get to know one another. With defined criteria you can ensure that everyone gives and receives the same basic information.

When is it used ?

At the beginning of the workshop

What materials do I need ?

Display board, flipchart and marker pens

What variations can it have ?

1. Instead of writing straight onto the flipchart cards can be used, one for each piece of information. Each person going to the front fixes their card to the display board.

2. Working in pairs, participants can introduce themselves to each other.

3. If a very quick introduction is required, ask participants to introduce themselves with their name and an adjective: for example, Sarah the Smiler, John the Joker, etc.

Other recommendations ?

The advantage of this presentation is that it can be prepared before the workshop begins, so that participants are kept occupied filling out the grid.

You can include other information such as ‘the happiest day of my life’, things you do not like, what you most want in the world, your fears, etc.

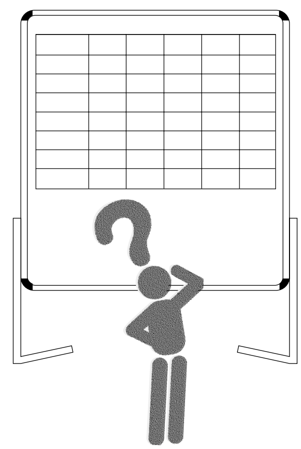
How is it used ?

1. Prepare a display board with information that participants will need to know; for example, name, age, where they are from, marital status, occupation, hobbies, dreams, favourite book, favourite music, etc.

2. Put a certain amount of time aside for each participant to write down their details in the grid on entering the room.

3. Afterwards, each participant reads out and talks about their personal details to the rest of the group.

4. The display board remains visible throughout the whole workshop.

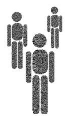


Name	From	Occupation	Role	Hobby	Dream

Participants introduce themselves • **The interview**

How many people ?

10 - 25



How long does it take ?

Interviews:
15 minutes

Presentation made by each person
2 minutes

What is its purpose ?

To get to know one another at the beginning of the workshop. This tool serves as an ice-breaker, allowing participants to talk about the more personal aspects of their lives and reach a deeper understanding of the group.

When is it used ?

At the beginning of the workshop.

What materials do I need ?

Paper to for taking down notes.

What variations can it have ?

1. Visualise information received on cards that are placed onto a display board during the presentation. At the end a table is produced with information about all the participants.

2. The amount of information you can expect to obtain from the interview will depend on the type of event and the relevance of the information you can have for the workshop.

Other recommendations ?

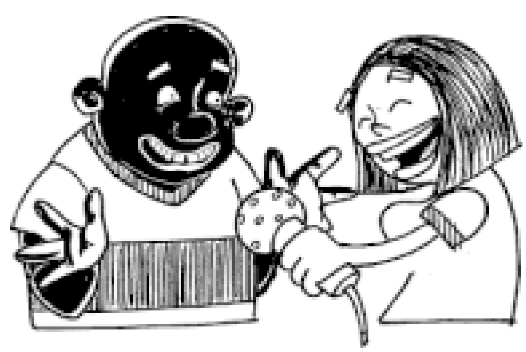
Aim for pairs to be made up of people who don't know each other very well. If you notice that some of the pairs are made up of people who do already know each other well, intervene to change the situation.

You can include standard presentation information.

How is it used ?

1. People organise themselves into pairs
2. The people in each pair interview one another asking for interesting personal details. Each pair does this in private.
3. Each participant introduces their partner to the whole group, using the information they found out from their private interview.

In total, it takes between 30 and 75 minutes to use this tool.



How many people ?	How long does it take ?	What is its purpose ?	When is it used ?
5 - 20	Drawing: 10 minutes Presentation by each participant: 2 minutes	To begin the workshop and for people to get to know one another; it also has the advantage of encouraging creativity and helping to break the ice amongst participants.	At the beginning of the workshop.

What materials do I need ?

Paper, marker pens and pencils.

What variations can it have ?

1. After drawing their own pictures, participants can go into pairs, interview one another and introduce one another to the rest of the group.

2. Instead of drawing a picture, each participant can write a sentence that they identify themselves with.

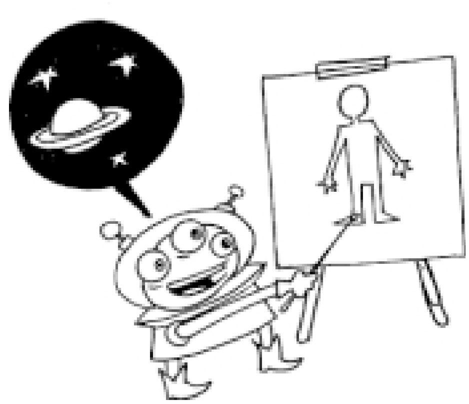
Other recommendations ?

This tool is also good to use to begin a workshop where people already know one another.

How is it used ?

1. Each participant is given a blank sheet of paper and marker pens or pencils.
2. Each participant draws a picture that they feel represents them.
3. A presentation is made and each participant shows and explains their drawing.

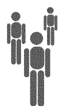
This tool takes between 20 and 60 minutes: 10 minutes to draw the picture and a maximum of 2 minutes for each participant to show and explain it.



Participants introduce themselves • Through illillustrations

How many people ?

Up to
25



How long does it take ?

To choose the pictures:
5 minutes

Presentation by each participant
2 minutes

What is its purpose ?

For people to get to know one another and to begin the workshop. It helps to break the ice and the illustrations encourage anecdotal narrative and information that does not often surface in a personal presentation. It is also good for beginning a workshop where the participants already know one another.

When is it used ?

At the beginning of the workshop.

What materials do I need ?

A lot of pictures (from calendars, books, magazines, postcards, small posters, etc) with different scenes: landscapes, situations, people, objects...

What variations can it have ?

1. Depending on the number of participants and the time available, you can reduce the number of illustrations to one or two per person.

2. Ask participants to choose the picture they like the best and a picture they like the least and explain why.

3. After choosing pictures, participants get into pairs, interview one another and present their partner to the rest of the group.

Other recommendations ?

1. It is important to have pictures that are different in theme and motive; the more diverse the pictures, the more dynamic the result will be.

2. Pictures should be big enough to be visible to the people in the whole group.

How is it used ?

1. Lots of pictures are spread out on a large table or on the floor so that all of them can be seen.

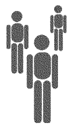
2. Each person chooses three pictures that relate to their personal experiences or in which they feel most represented.

3. Each participant gives a brief introduction, stating name, occupation, etc.; at the end they show the pictures they have chosen and say why.

This tool takes between 30 and 60 minutes: 5 minutes to choose the pictures and maximum 2 minutes for each participant to present them.

How many people ?

5 - 25



How long does it take ?

To draw the shield:
5 minutes

Presentation by each participant:
3 minutes

What is its purpose ?

To start the workshop and for people to get to know one another. It helps to break the ice and gives the opportunity for participants to talk in a creative manner giving information that would not generally emerge in a personal introduction. It is also good to start a workshop where the participants already know one another.

When is it used ?

At the beginning of a workshop.

What materials do I need ?

Paper and marker pens or pencils.

What variations can it have ?

1. The different aspects of the task can be determined by the whole group or each person can choose their own.

2. The shield can represent the project the participant is working on.

3. Instead of drawing a symbol, participants can write a sentence.

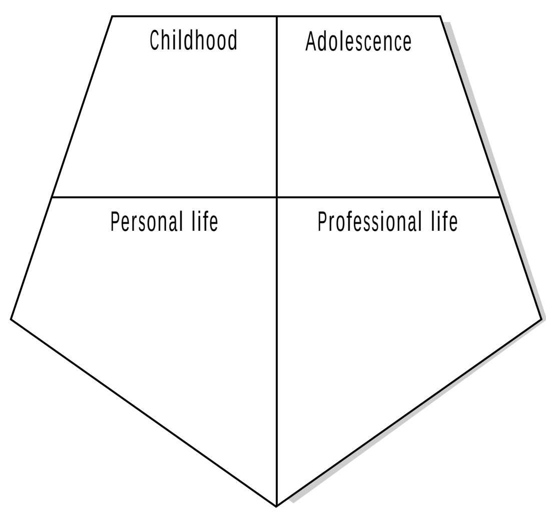
Other recommendations ?

Try to make participants feel free to give information in a voluntary way; for example, if somebody does not wish to discuss their adolescence, do not pressure them, present them with an alternative.

How is it used ?

1. Each person receives a blank piece of paper and draws a shield split into 4 sections.
2. Each section represents a significant aspect of their life: occupation, personal interests, family, etc.
3. Participants draw a symbol in each section to represent that aspect of their life.
4. Each participant presents their shield to the rest of the group and explains why they chose each symbol.

This tool takes between 20 and 60 minutes: 5 minutes to draw the shield and 3 minutes for each participant to present it.



How many people ?

10 - 25

How long does it take ?

To write the book:
10 minutes

Presentation by each participant:
3 minutes

What is its purpose ?

To start the workshop and for people to get to know one another.

When is it used ?

At the beginning of the workshop.

What materials do I need ?

Paper and marker pens or pencils.

What variations can it have ?

1. The trainer can collect the sheets and read the books out loud. The group guesses who wrote that book. Afterwards, the author of the book adds their own comments.

2. This is possible when participants know one another.

Other recommendations ?

This tool is also useful for beginning a workshop where participants know one another.

The books can be available throughout the workshop for participants to read.

How is it used ?

1. Paper and pens or pencils are given to participants.

2. Each participant chooses a title for their book and writes down between 4 and 8 chapters that represent their life, for example: infancy, adolescence, working life, my family, my neighbourhood, my city, my preferences, my conflicts, my challenges, my loves, etc.

3. Each participant reads their book to the rest of the group making additional comments if necessary.

This tool takes between 60 and 90 minutes: 10 minutes to write the book and maximum 3 minutes for each participant to make their presentation.

How many people ?

10 -25

How long does it take ?

To draw the silhouette:
10 minutes

Presentation by each participant:
2 minutes

What is its purpose ?

For people to get to know one another and to begin the workshop. It is useful to break the ice amongst participants.

When is it used ?

At the beginning of a workshop.

What materials do I need ?

Paper and pens..

What variations can it have ?

1. After participants have drawn their silhouettes, they can split into pairs, interview one another and present their partner to the whole group.

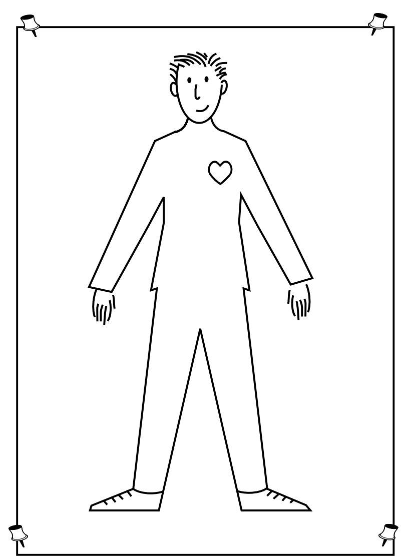
Other recommendations ?

This tool is also useful to start up a workshop where the participants already know one another.

How is it used ?

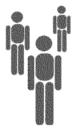
1. Each participant is given a sheet of flipchart paper and a marker pen.
2. Each participant chooses a silhouette and defines which aspect is assigned to each body part: the head, for example, represents the identity of the person (name, age, etc.); the hands, what the person does; the heart, how the person feels; the stomach, what expectations the person has; the waist, his or her fears, the hips, challenges; the feet, where the person is going; etc.
3. Each participant draws a silhouette on their sheet of paper and writes down key words next to each respective body part.
4. Each participant presents and explains their silhouette to the rest of the group.

This tool takes between 40 and 60 minutes: 10 minutes to draw the silhouette and maximum 2 minutes for each participant to make their presentation.



Participants introduce themselves • The ball of string

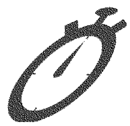
How many people ?



10 - 25

How long does it take ?

Between
30 and 45
minutes



What is its purpose ?

For participants to introduce themselves and learn the names of the other members of the group. It helps to break the ice.

When is it used ?

It can be done at the beginning of the workshop as a presentation, later during the first day or at the beginning of the second day of the workshop.

What materials do I need ?

A ball of string or wool.

What variations can it have ?

1. As well as the names of the participants, you can say something else, like place of birth, place of work, personal motto, etc.

2. Another possibility is that the person throwing the ball of string asks a question and the person who catches it answers.

3. Once the web is formed, there can be a period of reflection to consider the implications of the collective task.

Other recommendations ?

To avoid anybody letting go of the string and ruining the exercise, warn participants to hold on to the string tightly.

How is it used ?

1. Participants form a circle.

2. The trainer takes a ball of string or wool, holds onto the end of string and says his or her name and without letting go of the string, throws the ball to another person in the circle.

3. The person who catches the ball says his or her name, holds onto the string and then throws the ball to another participant. This sequence is repeated until everybody in the circle is holding onto part of the string and a web has been formed.

4. The person who ended up with the ball of string passes it back to the person who threw it calling that person's name and so on so that the web is unravelled and the ball of string ends up complete again in the hands of the trainer.

How many people ?	***How long does it take*** ?	***What is its purpose*** ?	***When is it used*** ?
20-25	45-60 minutes	For participants to get to know one another; so that as well as personal details, they find out about some of each other's particular skills.	When you have a group experienced in the theme of the workshop and you want them to find out about the skills and expertise of each participant; this information helps to organise groups in the workshop or in the delegation of tasks surrounding the theme.

What materials do I need ?

Paper and pens

What variations can it have ?

1. Instead of working in pairs, each participant writes their own classified advertisement and presents it. A "portrait" of the participant can also be included on the sheet together with any information from the Standard introduction (p 121).

How is it used ?

This exercise is similar to producing a classified advertisement in a daily newspaper, detailing the skills they possess to get the job they want. Each participant chooses the skills they have that they want to draw attention to, for example: number of years' experience in a particular field, the relevant training that person has received to enable them to carry out the role, the relationship they have with other organisations, references, etc.

1. The group organises itself into pairs; each pair is given two pieces of paper and pens.

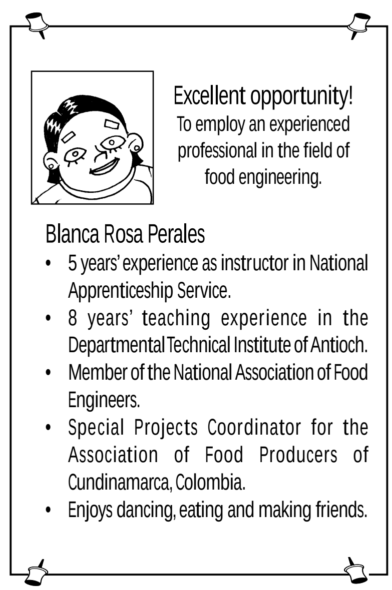
2. The members in each pair interview one another asking for personal details and the skills their partner wishes to highlight.

3. Each person writes down the information about their partner on one of the sheets of paper.

4. Each pair organises the information and prepares to present it to the rest of the group.

5. The members in each pair make a presentation – one person about the other.

6. Displays are produced with this information and are left visible throughout the workshop.



***Participants introduce themselves* • Wanted posters**

How many people ?

20-25

How long does it take ?

Between:
60 and 90 minutes

What materials do I need ?

Sheets of paper designed for the exercise, one for each participant, pens and notice boards.

What is its purpose ?

For participants to get to know the other members of the workshop.

When is it used ?

When members of the group know one another, with the aim of getting them to know one another better. During workshops that last for a number of days, when training has moved forward and you want to find out the level of knowledge reached by those taking part.

What variations can it have ?

1. In workshops with small groups (between 7 and 12 people) or people from the same organisation or workplace, the names of all participants are written on separate slips of paper; these slips of paper are folded over and put into a hat so each participant takes out a name at random.

2. Each person produces a poster corresponding to the name they drew from the hat and presents it to the rest of the group; the person being described or the rest of the group have to guess who it is.

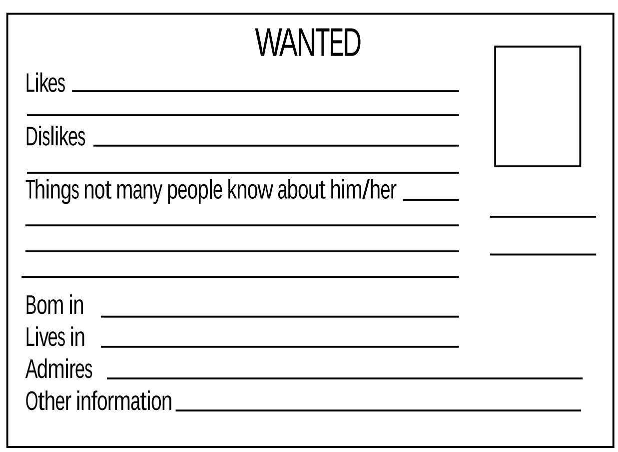
3. If required, you can add information and all the posters should be hung up in a visible place

Other recommendations ?

As well as the aforementioned information, we recommend you include informal details to complement the identity of the person in question.
If the person is not identified straightaway, the trainer should look for ways to maintain order in the group

How is it used ?

11. A poster needs to be prepared with space allocated to the required information including: your likes or preferences, dislikes, what you wanted to be but could not, birthplace or where you come from.
2. Each participant is given a sheet of paper following the above format as illustrated below.
3. Each participant is asked to fill in the blanks with their own details, but make them aware that they should leave the space for their name blank (this is the key to the exercise)
4. The posters are collected in and redistributed amongst participants, making sure that nobody receives their own poster.
5. Participants are asked to read the information on the poster and try to make a mental guess as to the identity of the person.
6. Each participant reads the information to the rest of the group and says who it is about and who the information corresponds to. If after reading out these clues the person cannot be identified, each participant reads the information out loud again and asks another participant to identify the person in question.
7. Once that person is revealed, their name is written underneath the photograph and they then pay the reward to the person who identified them.
8. The posters are put up in a visible place until the end of the workshop.



How many people ?

10 - 30

How long does it take ?

20-30 minutes

What is its purpose ?

The aim of the "Famous couples" tool is to form pairs or groups of participants at random and in an enjoyable way.

When is it used ?

At any point during the workshop, so people can be integrated in a dynamic way.

What materials do I need ?

Cards and pens or pencils

What variations can it have ?

1. Instead of famous people, you could use animals of the same type or cities in the same region or country, or other similar categories.

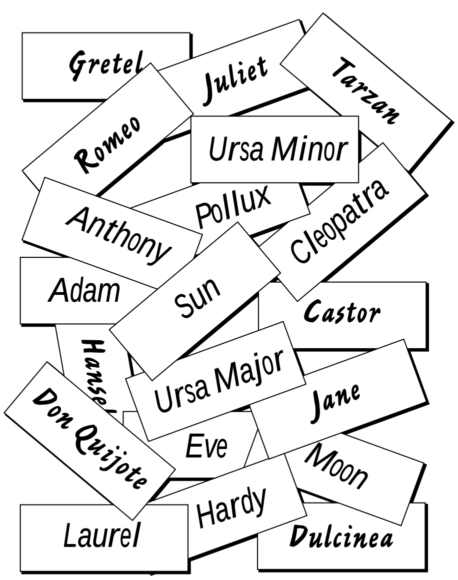
Other recommendations ?

If the trainer already knows the group and notices that the pairs are made up of people who already know each other, it is worth suggesting they change partner.

How is it used ?

1. Cards are prepared with the names of well-known couples (for example, Adam & Eve or Romeo & Juliet, etc.) or famous people from the same category (singers, actors, sporting heroes, writers, etc.)

2. Participants randomly choose a card and ask who has the corresponding card or cards to make up the pair or group. For example, the person that picks out the card with Romeo looks for the person with Juliet or the person who picks out the name of a famous singer searches among the group for others with singers on their cards.



How many people ?

10 - 30

How long does it take ?

5-10 minutes

What is its purpose ?

The "Animal Chorus" tool helps people form into pairs and helps to break the ice.

When is it used ?

At any point in the workshop, to integrate people in an active way.

What materials do I need ?

Cards and pens or pencils

What variations can it have ?

1. Give out as many cards as there are groups (four, five, etc.) to the same number of people who will be leader of each group. Instruct them to make the sound or typical movement of the animal that appears on their card. The other participants in the workshop are given a card with a picture or the name of an animal for the corresponding group.

2. The sound or movement for each animal is the key to participants forming a group.

Other recommendations ?

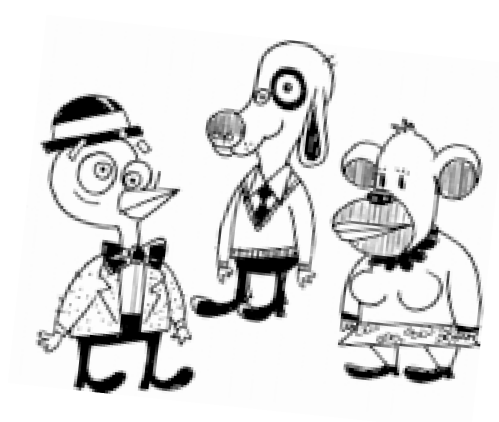
If the trainer knows the group already and notices that the pairs are made up of people who already know one another, try to intervene and suggest they swap round.

How is it used ?

1. Choose as many animals as there are groups or pairs, preferably animals that have an obvious sound or movement, for example, dog, cat, cockerel, snake, monkey, etc.

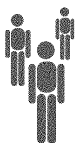
2. Make up cards with names or pictures of these animals.

3. Each participant receives a card at random. To find their group or pair, they should imitate the sound or movement made by the animal on their card. All participants in the workshop do the same thing to find and join up with the corresponding group or partner.



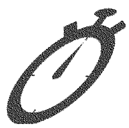
How many people ?

10 - 30



How long does it take ?

5-10 minutes



What is its purpose ?

For participants to split into pairs or groups at random.

When is it used ?

At any time during the workshop, to integrate participants in an active way.

What materials do I need ?

Cards, pens or pencils

What variations can it have ?

1. Use closed containers (for example, the small plastic containers that rolls of camera film come in). You need as many containers as participants. Every pair of containers needs to have the same contents: seeds, paper clips, coins, pebbles, drawing pins, a liquid, paper balls, pins, etc.

2. The containers are handed out at random to the participants who then shake them; the pair is formed by finding another person with the same sound in their container.

Other recommendations ?

If the trainer knows the group already and notices that the pairs are made up of people who already know one another, suggest they change with another pair.

How is it used ?

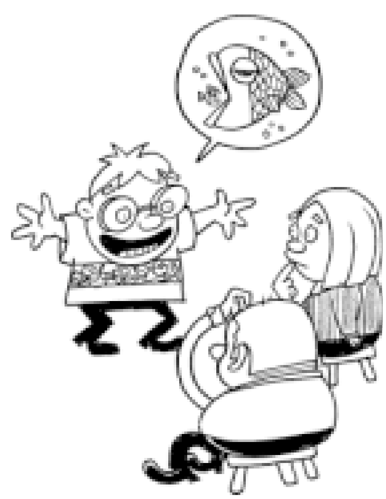
1. Each saying or proverb is in two parts:

An apple a day…	keeps the doctor away.
A stitch in time…	saves nine.
Early to bed…	early to rise.

Choose the same number of sayings as there are pairs in the group.

2. Split each saying between two cards: the first part of the saying on one card and the second part on another. Hand them out at random.

3. Each participant reads aloud their half of the saying and then listens out for the other half.



How many people ?

10 - 30

How long does it take ?

5-10 minutes

What is its purpose ?

The “two ends of a thread” tool is used to make up pairs or groups at random.

When is it used ?

At any point during the workshop, to integrate participants in an active way.

What materials do I need ?

A ball of string and a pair of scissors

What variations can it have ?

1. To make up groups make knots – one knot for group A, two for group B, three for group C, etc. – in the middle of each of the pieces of string, making sure that they are hidden in the trainer's hand, who keeps hold of them whilst participants choose an end of a piece of string.

2. When each participant has an end, the trainer releases the pieces of string and the participants know which group or pair they are part of according to the number of knots.

Other recommendations ?

If the trainer already knows the group and notices that pairs are being made up of people who already know one another, suggest they change with another pair.

How is it used ?

1. Cut as many pieces of string as there are pairs or groups.

2. The trainer takes the pieces of string and holds them so that each end of the pieces of string is hanging down.

3. Each participant takes the end of a piece of string and makes up a pair with the person who has the other end to that piece. Members of each pair find out who they are with when the trainer releases the strings.

How many people ?

10 - 30

How long does it take ?

5-10 minutes

What is its purpose ?

To make up pairs and groups at random.

When is it used ?

At any point during the workshop, to integrate participants in an active way.

What materials do I need ?

Postcards, cards and scissors

What variations can it have ?

1. Write words or phrases relating to the theme of the workshop on cards and cut them into irregular or random shapes. Pairs are formed when the two parts to each card are put together.

Other recommendations ?

If the trainer already knows the group and notices that pairs are made up of people who already know one another, suggest they change with others.

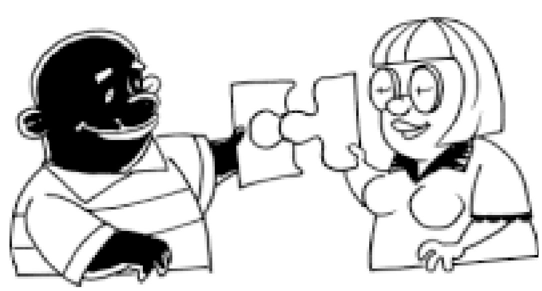
How is it used ?

1. You need postcards or cards – the same number as pairs or groups.

2. Each card is cut into two parts (if it is to form pairs) or into as many parts as the number of people required for each group.

3. Each participant is given a piece of a card at random. There should be no pieces left over.

4. Participants look to match their card to form a pair or a group.



How many people ?

5-25

How long does it take ?

30-45 minutes

What is its purpose ?

To quickly establish the level of preferences participants have about the different options being discussed.

The exercise helps to prioritise and also to reveal to what extent there is agreement or disagreement about a theme or subject

When is it used ?

After a brainstorming session or when problems and possible solutions are identified. When there are a number of options and only one or a few are needed.

What materials do I need ?

Display boards, paper, marker pens and cards.

What variations can it have ?

1. If preferred, a secret ballot can take place where participants write their opinion on a card and put it in a bag.

2. Another option is for each participant to have three votes that they can cast as they see fit; this is presuming that there are more than three options in total – otherwise there would be a draw.

Other recommendations ?

The facilitator should observe proceedings and guide discussions, as it is easy to slip into repetition.

How is it used ?

1. Write ideas or options you are going to discuss on cards (in the example each idea is given a letter – a, b, c, etc.)
2. The criteria for the discussion should be made clear, and all options should be considered when deciding.
3. We recommend that participants vote (by marking an x in the box that corresponds to an opinion or idea) and that when they vote they consider all the criteria given.
4. The trainer explains the rules of the game for the vote – how and in what order voting takes place – and participants then mark an 'x' next to their option.
5. Ideas or options are arranged according to the number of votes they received, from the largest to the smallest vote.
6. The result is given and the group decides whether it will go ahead with the option chosen.

Criteria 1 ....
Criteria 2 ....
Criteria 3 ....
Criteria 4 ....

Idea / option -c	xxxxxxxxxxxxxxxx
Idea / option -b	xxxxxxxxxxxx
Idea / option -a	xxxxxxx
Idea / option -e	xxxx
Idea / option -f	xxx
Idea / option -d	x

How many people ?	**How long does it take ?**	**What is its purpose ?**	**When is it used ?**
5 – 25	15 - 45 minutes	To quickly gain relevant and varied information in the group as a whole or in smaller groups. Themes are open and the aim is to gather all the ideas together.	When collective ideas regarding the perceptions and reactions of the participants are required about a particular subject. When you want to introduce a theme or subject.

What materials do I need ?

Flip chart, pens and cards.

What variations can it have ?

1. Each participant is given a pen and cards. As soon as they have put forward their idea, they write it down on a card and fix it onto the display board themselves.

2. Subsequently, small groups can be formed that choose a few ideas from all those on the board and discuss how these proposals can be put into practice.

Other recommendations ?

• Participants need to feel free to express their opinions, thus requiring an open, informal and positive atmosphere. All participants must comply with the rules of the game and avoid any type of action that inhibits the spontaneity of the group members.
• To avoid more than one person talking at the same time, the facilitator can have participants take turns to make their contribution; this reduces the risk of losing valuable ideas or opinions and allows shy members of the group to participate.
• Participants will need time to warm up and become enthusiastic in expressing new and unusual ideas.
• If the flow of ideas begins to dry up, it is important to carry on. Usually, it is from this point that really new and innovative ideas are produced.

How is it used ?

1. The theme is decided upon and presented and the main question is written up so that it is on view throughout the exercise.

2. The rules of the game are explained.
- All ideas are accepted, no matter how silly or irrational they might seem.
- No criticism is allowed of any idea put forward.
- Each person can put forward as many ideas as they wish, the more the better.

3. A timescale is set for the brainstorming session.

4. One or two people are given the task of noting the ideas down on a flipchart or board – in clear writing that is big enough to be legible – so they will be visible to the group as a whole. There are no restrictions on any contribution, so participants can be creative and produce unusual and innovative ideas.

5. When the time limit is up, ideas are analysed and conclusions made.

6. The display board can be used as a resource to initiate the use of other planning tools.

How many people ?

5 - 25

How long does it take ?

Between
30 and 60 minutes
depending on the number of participants.

What is its purpose ?

To collect opinions, information or ideas from the group.

When is it used ?

With the group as a whole or in smaller groups, this tool gives everybody the opportunity to participate and every idea or opinion is valued. It is therefore ideal to use when there are some shy people and other more dominant individuals, or when there is some sort or hierarchy created; for example, a group of managers and subordinates.

What materials do I need ?

Cards, display boards and a pen for each person.

What variations can it have ?

1. The number of cards given to each participant can be limited.

2. When people are satisfied that they have finished writing their cards they can go and place them where they consider most appropriate, grouping them with others already fixed to the board.

Other recommendations ?

1. Before starting the task, it is important to explain the rules that determine what is written on the cards.

2. You should be sensitive when grouping the cards together and ensure that you consider the suggestions made by participants. It is the group that decides where each card should be placed, not the trainer.

3. If a card cannot be obviously put into a specific category, make copies of it and place them under various thematic groups.

4. There will be repetition in the cards, but this repetition will underline the importance of an idea.

How is it used ?

1. The question for the group to resolve is formulated and written on a display board.

2. Each participant is given a pen and as many cards as they need.

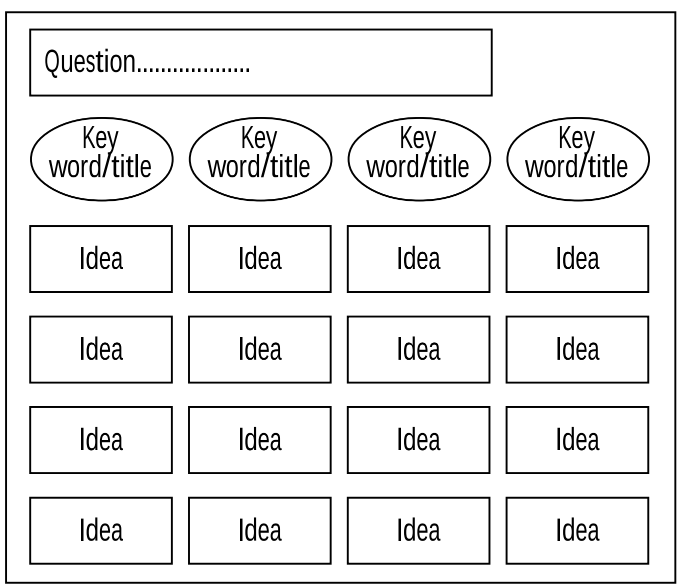
3. A time limit is set for participants to fill out the cards.

4. The cards are collected and then shuffled to maintain anonymity.

5. The cards are read out and shown to the group.

6. As they are read out, the participants help group them by theme on the display board.

7. Finally, each group or set of cards is given a title – one word or a key sentence.



How many people ?

10 - 30

How long does it take ?

Between
30 and 40 minutes

What is its purpose ?

To obtain an opinion about a theme or a problem with the participation of all members of the group.

When is it used ?

When participation is one sided or the group has come to a collective mental block. As there is no preparation required with this tool, it can be used at any point during the workshop. It is done in pairs so that even the more timid members of the group participate in the conversation.

What materials do I need ?

Flipchart or display board.

What variations can it have ?

1. Instead of pairs, groups of three or four can also be formed.

2. You can introduce another step halfway: after speaking in pairs, two sets of pairs join together to exchange and discuss their ideas and reach conclusions. The conclusions can then be presented to the whole group.

Other recommendations ?

• To avoid wasting a lot a time getting into pairs, the trainer can instruct participants to pair up with the person sitting next to them.

• The question must be precise and any doubts or misunderstandings addressed before the simultaneous dialogues start so that each pair talks about the theme in hand as opposed to discussing what they think they should be doing.

How is it used ?

1. A clear and concise question is formulated on a chosen topic.
2. Participants pair up to talk about the questions.
3. Each pair talks quietly (or whispers!) for 5 minutes – maximum 15 minutes – exchanging ideas and opinions with the aim of reaching a mutual solution or opinion.
4. The whole group joins together and each pair puts forward their ideas and conclusions.
5. The whole group continues to work using these results.

How many people ?

12 - 25

How long does it take ?

Between
1 and 2 hours

What is its purpose ?

For all participants to discuss various aspects of a theme in greater depth. It also allows all those taking part to make their own contributions in moderate time.

When is it used ?

At any point in the workshop when all participants need to have the opportunity to give their opinion on a subject. It makes it easier for participants to take on the results as their own.

What materials do I need ?

Cards, pens, display boards and enough space for groups to be positioned and to move around (ideally one room per group).

What variations can it have ?

1. When one person changes group they briefly explain to the next group what their group has produced. After this presentation, they return to their original group.
2. The time limit can be reduced for each round as groups are working on what has already been worked on by others (for example, the first round is 45 minutes long, the second 30, the third and fourth only 20 minutes).
3. If there is not enough time and it is not vital that everybody has the chance to pass on their information and ideas about all the subjects being discussed, the number of rotations can be reduced (for example, each sub-group works on only two themes).
4. Another simpler option is for all participants to work on their question using a sheet of paper and sitting in their place; the sheet is circulated (with the respective question) until everyone has written their opinion on all the sheets being circulated around the room.

Other recommendations ?

1. It is important that the process is made completely clear at the beginning, so it is worth writing down these instructions and displaying them throughout the exercise.
2. For this task the group needs to know how to work with and layout thoughts on the cards, because from the second round, each sub-group will be working on a card that already has contributions from the previous groups. If there are groups which find this technique difficult, it is worth choosing one person to take responsibility for writing on the card.

How is it used ?

1. You need a topic; formulate central issues or questions, one for each group, and write them up so they are visible to all.

2. Participants should be split into groups of between 3 and 5 people. For the purpose of this explanation, we will call the groups G1, G2, G3, G4, etc.

3. Each group works on one issue or question relating to the central theme, writing down their contributions.

4. When the pre-determined time limit has elapsed for the first round, each group leaves their work and goes on to another group's work – they physically swap places with other groups: G1 moves to the board that has been made up by G2; G2 goes to where G3 was, and so on. The groups have a second discussion round and write down and display their outcomes.

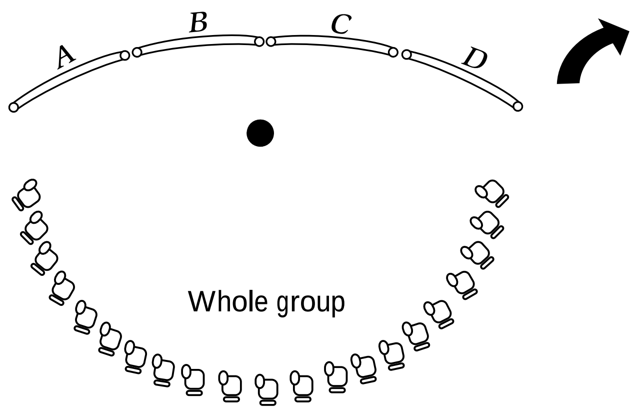
5. You need to have as many discussion rounds as necessary for all the groups to work on all the questions. The way in which topics are rotated between the groups is explained in the diagram on the next page.

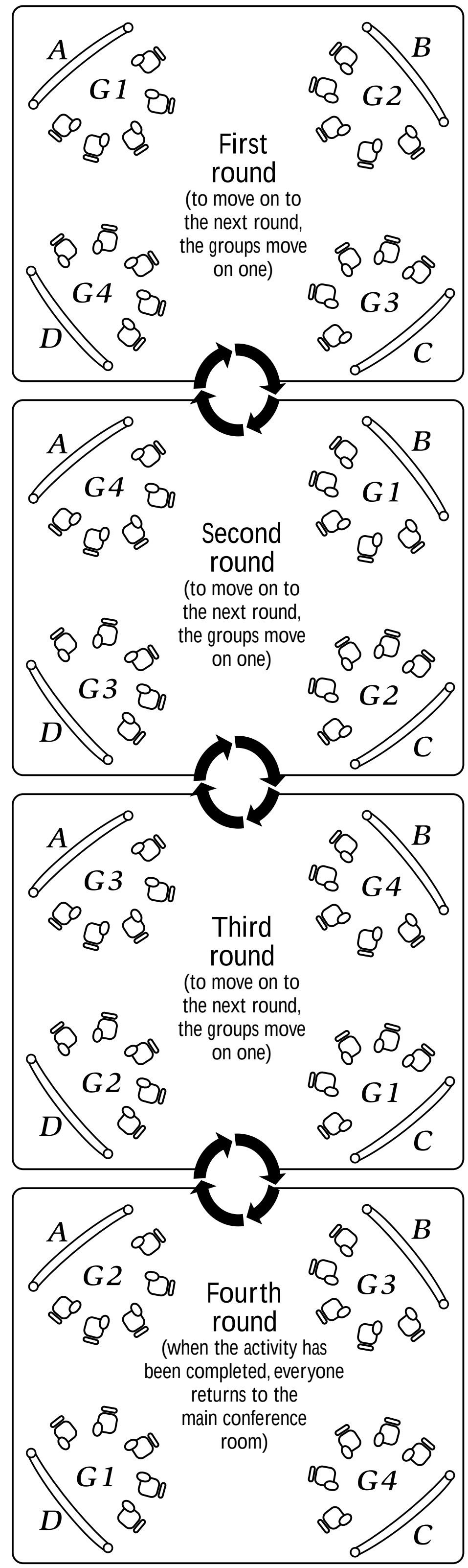
6. When the last round has taken place, participants should come together and then one representative from each group briefly presents the findings put forward by all the groups on the last question – or display board – which their group discussed.

7. When all the presentations have been made, there should be a brief discussion about the presentations and conclusions made in an effort to reach a consensus of opinion. The conclusions are written up and a final summary is made.

The time required for this exercise depends on the number of groups and how in depth you want the discussion on the theme to go.

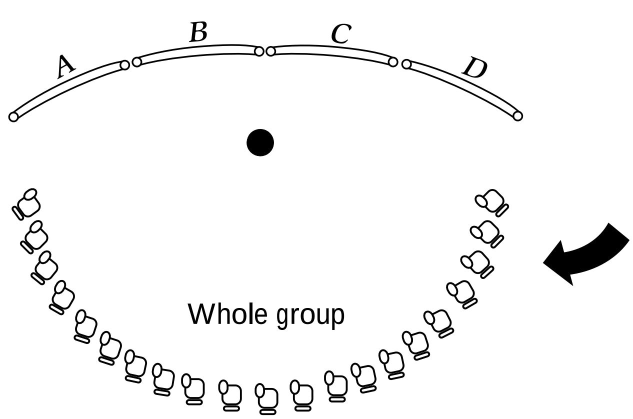
How is it used ?





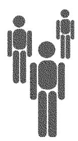
Group Rotation

A, B, C and D are the display boards on which the groups write their thoughts and each board corresponds to one issue – or to a group of issues – which are going to be discussed. Ideally, groups change rooms every time they move on to the next round – or display board – instead of moving the display boards for each round.



How many people ?

12 – 25



How long does it take ?

1 - 2 hours:

Group discussions:
15 - 30 minutes

Discussions in the fish tank
30 minutes

Whole group discussion:
20 - 45 minutes

What is its purpose ?

To achieve full participation when dealing with a more complex theme or debate. It allows participants to listen to and consider other people's arguments. It is used to apply negotiation skills and to analyse the validity of the arguments put forward by different people in a discussion.

When is it used ?

When you want to observe and consider the many different points of view posed by the arguments and behaviour of the different sides in a discussion. There are different ways to apply this particular tool, depending on your objective. It is suitable for large groups.

What materials do I need ?

Paper, pencils and lots of space.

What variations can it have ?

1. The delegates can change their role with another member of the group if there is a time when they feel ill at ease or do not know how to continue.

2. There can be an additional chair placed in the inner circle. If somebody from the outer circle wishes to intervene or take part in the discussion, he/she takes the seat for a set time.

Other recommendations ?

The benefits of using this tool greatly depend on the analysis made at the end of the task. Therefore, we recommend that participants are clear, right from the start, on what the main focus of the exercise is: its content, or rather, the validity of argument – the negotiators' or delegates' abilities and their strategies.

How is it used ?

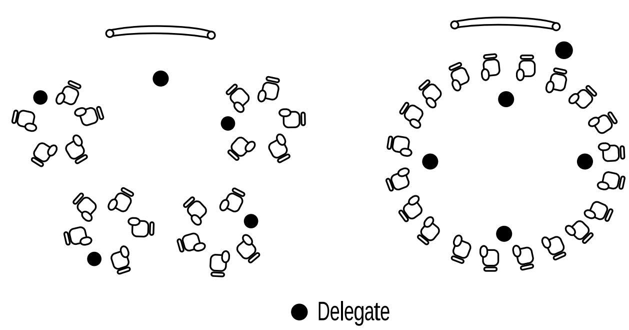
1. Decide on a theme, a procedure and a time limit.

2. Participants are divided into groups which work on the theme by adding their own arguments for discussion and their strategies to defend them. They choose one person to act as delegate, who will be in charge of negotiating their arguments through the strategies chosen by the rest of their group (as shown in the diagram below).

3. All participants in the workshop join together again, sitting in two concentric circles. The delegates or negotiators sit in the inner circle; the other members of the group sit in the bigger circle, behind their delegate (as shown below on the right hand side of the diagram).

4. The delegates start up the discussion while the other members of the groups listen carefully; this process should not last for more than 30 minutes. If someone from the outer circle wishes to intervene, they can only do so in writing, by passing comments to the group's delegate without speaking.

5. At the end of the presentation and negotiation session, the entire group comes together to analyse the discussion, bearing in mind what arguments were not put forward, which ones might have been suggested and what strategies had been proposed to build the case for each argument, according to the focus established at the beginning. The following diagram is an example of how the chairs could be set out and also demonstrates the dynamic of the meetings.



How many people ?

More than 18

How long does it take ?

At least:
45 minutes

What is its purpose ?

To gather information or round off a subject in a large group. To quickly evaluate an activity or proposal and reach an agreement involving members of the whole group.

When is it used ?

When you wish to know suggestions, opinions or information from a large group of people in a short space of time, ensuring maximum participation. It is used to gather information without debate because opinions are collected but not discussed.

What materials do I need ?

Flipchart or display board and enough space for each group to discuss the subject without disturbing other groups.

What variations can it have ?

1. Groups can be given up to 15 minutes instead of 6; but if more time is given, there is a risk that a debate will start, instead of gathering new opinions and information which is the main objective of this tool.

Other recommendations ?

1. The theme being developed with this tool should not be for debate but for information

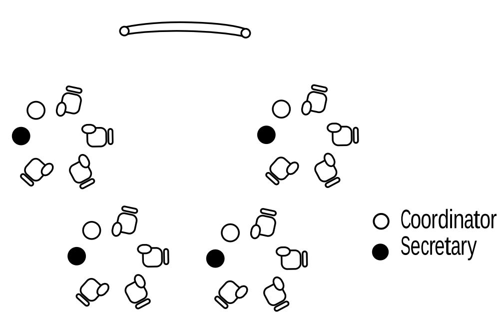
2. The question asked at the beginning of the task should produce a list of answers: for example: What factors influence…, Mention the causes of…, etc.

How is it used ?

This tool is called the Phillips 66 because each group has 6 members and 6 minutes to respond to the question.

1. An explanation of the task and the ultimate objective should be given to participants.
2. A subject and a question are formulated to which the groups will have to respond.
3. Participants divide into groups of 6 people. Each group chooses: a coordinator whose job is to remind the rest of the group about the time limit and allow each member of the group to put forward their ideas; a secretary who takes notes and writes down any conclusions to present to the others in the workshop.
4. Groups have 6 minutes to respond to a question. Then the group discusses what has been put forward and tries to reach an agreement. The conclusion is drafted and then written up by the secretary.
5. All members of the workshop join together and the secretary from each group briefly (one minute for each secretary) explains their group's conclusions (mentioning any differences of opinion, if there were any).
6. The secretaries' presentations are summarised on a display board or a blackboard.
7. A general conclusion is reached.

The following diagram is an example of how the chairs could be set out for the group task:



How many people ?	***How long does it take*** ?	***What is its purpose*** ?	***When is it used*** ?
10 - 25	$2^{1/2}$ hours up to 1 day	For participants to get to know, exchange, strengthen, compare and evaluate their experiences of the topic.	When you wish to systematise and exchange experiences, become aware of practical processes and learn about them.

What materials do I need ?

1. Several different rooms for the groups (preferably one room for each topic), that are joined together or close to one another; tables and other equipment for participants to use and display their materials. If there is one large room, there should be enough space between the groups to avoid disturbances.

2. Visual and audiovisual equipment and material for the stands.

What variations can it have ?

1. Other people can be invited; for example, participants' colleagues or representatives from other organisations who may be interested in the theme.

2. If the workshop's main aim is to share experiences, there should be enough time available to make an in-depth study of each presentation.

Other recommendations ?

The preparation of each experience is important; therefore participants must be advised beforehand what they can use in the creative design of their materials, to devise a presentation accompanied by music, paint themselves, wear a disguise or illustrate an experience in an artistic way.

How is it used ?

1. Before the workshop: participants should be sent a form that they fill out and send back before the start of the workshop (by fax or e-mail) so that the trainer has a general idea of the experiences they will bring to the workshop; the "experience exchange" is designed with this information. Participants are requested to bring materials and visual representations of their experiences according to what they put on the form. The completed form should include the name of the experience and materials that will be produced and taken to the workshop to convey the situation or problem the project is tackling, the context in which it will be developed, the protagonists, methods used, main learning purpose, results achieved, strengths and weaknesses, etc.

2. Experiences are then grouped by theme and each group is given a space, preferably a separate room. We suggest forming 4 or 5 groups.

3. Participants individually prepare and organise the presentation of their own experience on display boards.

4. Each participant presents their experience to their respective group. For example, members of the group discussing theme A meet in their room, share their experiences and receive opinions and comments from the other members in that group; all groups do the same thing in their own rooms. Each presentation should take around 10 to 15 minutes. By this time each participant has revealed and has been introduced to experiences relating to their work.

5. Once these presentations are over, each member of the thematic group, in their respective space, organises their stand to exhibit to the "public" and prepares for the next stage.

6. Each group in turn stages an "Information Exhibition" in which each "topic-group" has 30 minutes, divided equally between its members, for their individual presentations; the other groups take the role of visitors. A bell or signal will announce the end of each session.

Each exhibitor should think up ways to attract the visitors or "buyers" to their stand, offering their products, videos, leaflets, stickers, etc, that can be acquired through an exchange or a "purchase"; the "buyers" are free to visit one or another as often as they like. This process is repeated until all the "topic-groups" have exhibited. At the end of this exercise, each participant should know other participants' experiences in greater detail.

7. To conclude the exercise, all participants should meet in full session to evaluate the task and the results.

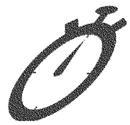
How many people ?

10 - 25

In the play:
3 - 8

How long does it take ?

2 - 3 hours



What is its purpose ?

To understand a theme or subject in more depth, because participants reconstruct or act out real or fictitious situations. Each participant is given a role.

When is it used ?

When you want to encourage creativity; especially when you wish the group to make an in depth exploration of their attitudes, conflicts and positions regarding a topic, and to challenge participants to act and react in a different way than normal.

What materials do I need ?

1. A situation that lends itself to role-play, in other words, that rounds off the topic of the workshop and that allows people to see the different aspects and levels of reaction.

2. Any documentation relating to the situation (information and instructions). Ensure that it is ordered and clear.

3. Enough unobstructed space.

4. Any materials required for the role-play.

What variations can it have ?

1. You can play the same scene over and over in the same situation, experimenting with behaviour patterns, ways of reacting and also different endings.

Other recommendations ?

It is important to point out that when you are talking about the most realistic representation possible, comedy is excluded. The main aim of the exercise is to identify different ways of reacting to a given situation and even change them.

How is it used ?

1. A situation that represents the theme in question is prepared. It can be real or imaginary although it should be created around an actual case or situation.

2. Instructions are produced for the different roles in the situation – characters with specific functions, pre-determined behaviours, reactions and positions. These roles will be represented in the play and included in the general information handed out to all the participants.

3. The situation that will be acted out is presented to all those taking part in the workshop. The instructions and general information about the task are handed out.

4. Each participant is given a role they will recreate in the play and more specific instructions are given to each person.

5. Each "actor" is asked to play their part in the most realistic way possible and according to the particular instructions they received. The rest of the group makes up the audience and is asked to carefully observe and make notes on the behaviour, reactions and arguments of the different characters.

6. After everyone has read and understood the situation and the instructions, the play starts.

7. When the play is over, the situation is evaluated from the notes made by the "audience" regarding the attitudes, ways of thinking and reactions of each character; it is made clear which instructions were given to each actor; then the situation and what has been learned from it are linked with the themes of the workshop.

Introducing the exercise takes between 10 and 15 minutes, preparing and presenting the play takes an hour, and then another hour for comments and evaluations.

How many people ?

Can be done individually or in groups

How long does it take ?

It depends on how complex the subject is.

What is its purpose ?

The *Mind map*© is used to visually demonstrate the thought process on a chosen subject, through stimulating both sides of the brain (learning). It is used to record ideas and the routes of association that arise from the group task.

When is it used ?

When you need to visually demonstrate a brainstorm of ideas, make individual or group plans and come up with solutions to problems; it allows a meeting or a creative process to be written up and made available for all to view.

What materials do I need ?

Flipchart and different coloured pens if working in groups; when working individually, one sheet of paper and pencils.

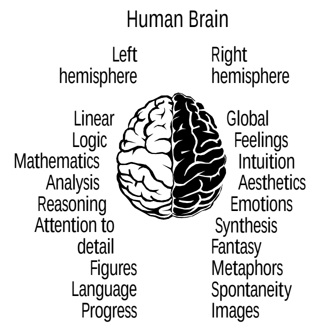
What variations can it have ?

1. As the *Mind map*© is a visualisation aid, it can have a number of applications. In this example each idea gives origin to two new ideas, but they could be three or one… The end result of the map itself is the same regardless of the processes used.

Other recommendations ?

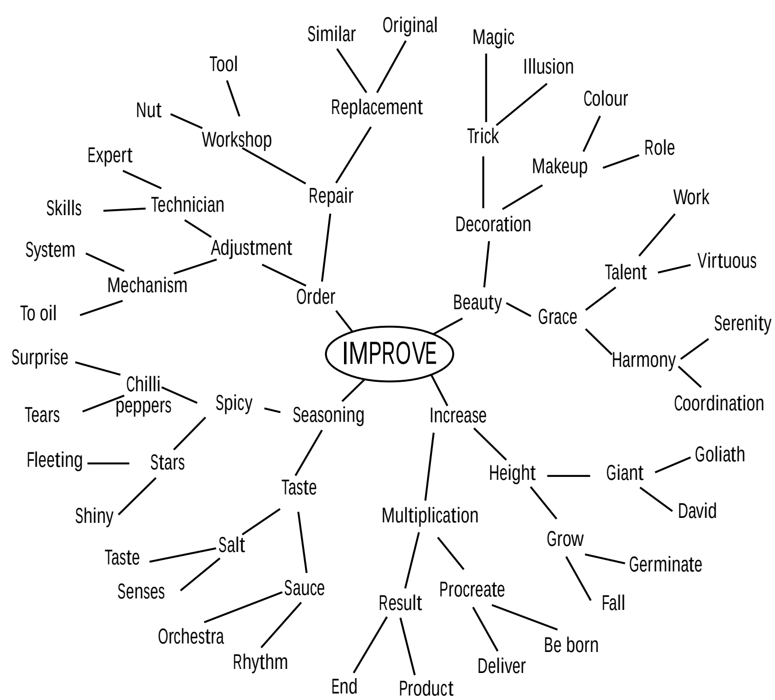
You will achieve better results from *Mind map*© if you have used it before. It is therefore useful to practise *Mind mapping*© before using it in the workshop.

How is it used ?



The *Mind map*© is a technique used to visualise a thought process. Tony Buzan invented this technique based on the schools of thought prevalent in the Seventies. *Mind mapping*© is based on the interaction of both sides of the brain (right and left); this communication strengthens the inherent abilities of each one of them, so that results achieved are more creative than those using lineal thought (in which only one side of the brain is used).

The map, a schematic drawing with multiple branches, has a central theme that acts as a starting point, written in the middle. Branches inspired by associations made by participants sprout from the centre. Each branch can lead to a flow of new ideas, which are written down as key words, symbols or pictures.



How many people ?

10 - 25

Divided into groups of

4-5

How long does it take ?

Between
2 hours
and 1 day

What is its purpose ?

To observe a particular situation and draw conclusions that can be generalised or applied to similar situations. It reinforces what has already been learned because it allows the application of knowledge and tools that have been used during the workshop in the search of specific solutions.

When is it used ?

When you wish to analyse a scenario, incident or situation.

What materials do I need ?

A well documented case that is relevant to the theme of the workshop.

What variations can it have ?

1. The case study can be combined with a field trip, role-play game or simulation.

2. The case study can be used in subsequent sessions or other sessions with different subjects.

3. After the whole group has reached a conclusion, experts or those experienced in the case can give their evidence of how the actual case was resolved; thus participants can evaluate their own solutions.

Other recommendations ?

• Material presented or handed out should be summarised, it should contain information about the case and all those involved in it.

• Instructions given to participants should be clear and enough time should be allocated to the task for it to be carried out effectively.

• The key to the exercise is being completely clear about its main objective. This must be considered when choosing the case study, the appropriate methodology and working groups.

How is it used ?

1. Choose a real scenario related to the workshop theme and a suitable methodology for the abilities and interests of the participants.

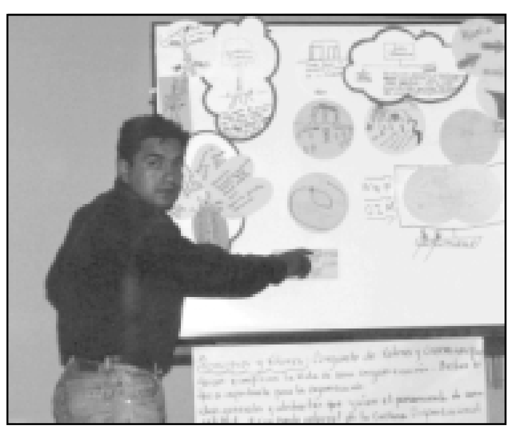
2. Materials should be prepared in a way that allows participants to:
- See the relevance to the theme of the workshop.
- See the complexity of the situation.
- Understand the dynamics of the specific process.
- Understand the motives, actions and reactions of those involved.

3. Present the case study to the participants in full session; give clear instructions to analyse the chosen scenario and seek possible solutions.

4. Participants work on the case in groups. All groups can either begin using the same approach or different groups can look from different perspectives.

5. All groups present their results visually to the other groups so that they serve as a basis for evaluating the case.

6. The whole group draws up conclusions to the results that have been presented; if possible, these conclusions can be adapted or applied to other similar cases.



How many people ?

10-25

How long does it take ?

Between 1/2 day and 2 days

What is its purpose ?

To comprehensively analyse an actual theme, situation or conflict, observing behaviours from different points of view and looking for changes in attitude towards a problem. It is an experimental way of learning.

When is it used ?

When you want participants to develop their abilities through the exercise and apply what has been learned in the workshop to a real situation about which they ask: what happened? Why did it happen? and what can be done?

What materials do I need ?

Plenty of information about a real case. If possible, a number of rooms for groups to meet and discuss without interruptions. One or more people who have detailed knowledge of the simulation.

What variations can it have ?

1. The exercise can be supported by the use of computers and programmes that quickly demonstrate the consequences of decisions made by the groups or supply new information derived from these decisions. Another aid can be field trips.

Other recommendations ?

This tool is not advisable for use in short workshops.

For the exercise to be successful, it is important to prepare the case and all its possible variations beforehand.

When dealing with a real scenario, be careful with procedure and any possible results; this does not affect the exercise which aims to show the process of a case study rather than search for solutions.

How is it used ?

1. Choose a real scenario that you know well and that can be simplified without losing its validity.

2. Present the case clearly and comprehensively, explain that the aim of the exercise is not to win or find a solution, but to learn through experimentation.

3. Identify and assign the different roles in the case to each group – roles or characters with functions, behaviours, reactions and given situations.

4. Present and hand out information to each group according to the role they will represent, explain their situation and the tasks that need to be carried out.

5. Each group prepares its role for the simulation according to the instructions they received and the tasks they were assigned: describe any assumptions that can be made and positions that can be taken, until you can formulate questions that help you to improve the level of information, clear up any doubts, give foundation to any assumptions and make decisions.

6. Carry out the first simulation session: each person in the case, in accordance with the role they have been assigned, actively participates according to the order of the presentations, time and agreed rules of the game. You should have decided earlier whether there is enough time for questions. This meeting ends with a summary that includes proposals from each of those taking part.

7. New and additional information is given about the case.

8. Groups go back and prepare the next simulation session, using the new information given on the case and the results from the first session.

9. The second simulation session takes place. When this session is over, more information is given and so on, until the exercise is completed.

10. Finally, results from the simulation are discussed and evaluated by all participants; participants produce new conclusions and both the positive and negative aspects of the exercise are evaluated; for example, with the help of questions.

What were the main strengths from the meetings? What would you do different in future? How was your role perceived during simulation? How were other people's roles perceived? What behaviours and reactions were generated by the behaviour of others? How did behaviours and reactions change when new information was presented? How did you feel after the experience? etc.

How many people ?

10 - 25

How long does it take ?

Entre
1/2 day
and 1 1/2 days

What is its purpose ?

It offers participants the opportunity to get to know the location, the experience or the case and link the theme of the workshop with a specific situation; it implements and verifies the tools or methods used and it visually illustrates what has been learned; it changes the format and routine of the workshop.

When is it used ?

It is useful to have a field trip during the second half of the workshop; not just to change the pace of the workshop, but so that participants can take advantage of what they have already learned. The trip also gives time for reflection and a rest when it is planned simply to obtain cultural or natural wealth of the area.

What materials do I need ?

1. Previous knowledge of the area and of the circumstances of the destination.
2. Plenty of time before the trip, confirmation of contacts at the site and a day and time when the excursion will take place.
3. At least one local person who can serve as a guide and answer the participants' questions.
4. Appropriate transport, food, accommodation, etc. if required.
5. To choose the most relevant tasks for the case and decide on groups.
6. Material to be used by the small groups to present to the whole group.
7. Pre-prepared handouts with the main objective of the exercise, the tasks and a timetable for the excursion.

What variations can it have ?

1. Instead of a field trip, you can make an informative visit, the main purpose of which is a talk – by an expert from the place visited – about the subject of interest.

Other recommendations ?

If the visit is not carefully prepared, it can lose the advantages that justify it and the group could become very dissatisfied.

How is it used ?

1. Before the workshop find a suitable location and organise and prepare the excursion carefully considering the theme that is to be developed.

2. Give the group an outline of the trip, objectives and material or information on the background of the situation being analysed.

3. Explain the tasks created for the visit; for example, a quick poll about the environmental aspects of the area.

4. Define rules surrounding the introduction of the group to the organisation being visited, the people who will be interviewed there and the type of relationship participants will have with them; this avoids any expectations that cannot be fulfilled.

5. Create groups of between 3 and 5 people depending on the tasks and number of participants. The groups prepare for the trip: divide the work and plan the best way to carry out the exercise and all its objectives.

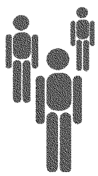
6. When the visit starts, remind everybody about time limits set for tasks and agreed rules.

7. When the excursion has finished, groups analyse the data gathered and prepare a presentation to show the results of their collective thoughts. The analysis can be supported with other tools.

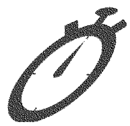
8. All groups make their presentations in front of the whole group, they then draw up conclusions and finish by evaluating the trip.

How many people ?

5 - 25



How long does it take ?



90 minutes

up to

1 day

What is its purpose ?

To analyse and evaluate the internal and external environment of a given situation. The whole situation is determined by the way it is internally developed and by the context in which it happens (real situation and economic, political, institutional, physical and technological tendencies). The analysis of Strengths or powers, Weaknesses, Opportunities and Threats allows analysis of the status quo and the potential of the case in question. It is very useful for strategic planning exercises and can make employees of the same organisation more aware of an action plan. It facilitates decision-making by allowing individuals to achieve their objectives. It helps in the design of activities that might strengthen positive aspects and reduce limiting ones.

When is it used ?

At any point in the workshop when you need to make decisions about the advantages or disadvantages of a situation or when you want to analyse the potential, possibilities and difficulties of a particular case or organisation.

What materials do I need ?

Display boards, cards, pens; if you prefer, the display board can be prepared with instructions for the task.

What variations can it have ?

1. The group does not divide into smaller groups but has a collective brainstorm of ideas about each variable for the topic in question. A scribe writes contributions for each SWOT variable. A SWOT can also be made for alternatives that are identified when prioritising solutions.

Other recommendations ?

Clearly specify the goal and range of the exercise. Results depend on who is making the analysis, so we recommend that groups be chosen carefully.

How is it used ?

1. Explain the reasons behind SWOT analysis. Participants split into groups of between 3 and 5 people to analyse one or all aspects.

2. The following are aspects of analysis of a situation or organisation.

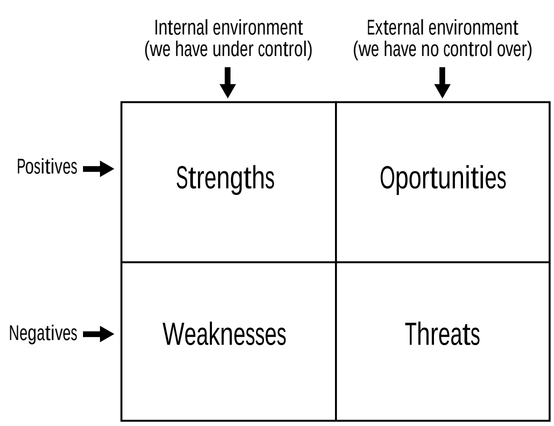
Strengths:	Weaknesses:	Opportunities:	Threats:
Internal or inherent positive aspects of the case being analysed that can be used advantageously to achieve objectives.	Negative aspects of the internal or inherent working of the case being analysed that limit the effective operation and that may need to be overcome in order to reach the objectives.	Positive aspects that are externally demonstrated and that help or favour the fulfilment of the objectives and can therefore be used to this end	External Negative aspects which represent an obstacle in achieving your objectives and therefore make it difficult to fulfil proposed goal.

3. Groups write their analysis on cards (one colour for each point), which are grouped together and prioritised under each of the aspects of analysis.

4. The results from the groups are brought together: each group's display boards are presented and the facilitator allows them to give explanations.

5. There is a discussion about the activities and tasks to strengthen the consequences of them; planning of selected actions.

Aspects of analysis:



How many people ?

5 - 25

How long does it take ?

Between
1 and 2 hours

What materials do I need ?

Display boards, paper, flipchart, pens, circular card of different sizes and colours.

What is its purpose ?

To analyse and understand the interactions, links and relationships generated between variables, organisations or people. Analysis can help to define responsibilities, areas of conflict and motives for disagreement.

When is it used ?

At any point in the workshop when you want to demonstrate contrasts or relationships between themes, roles, responsibilities and links between different characters.

How is it used ?

1. Present the exercise and establish the rules of the game for contributions.

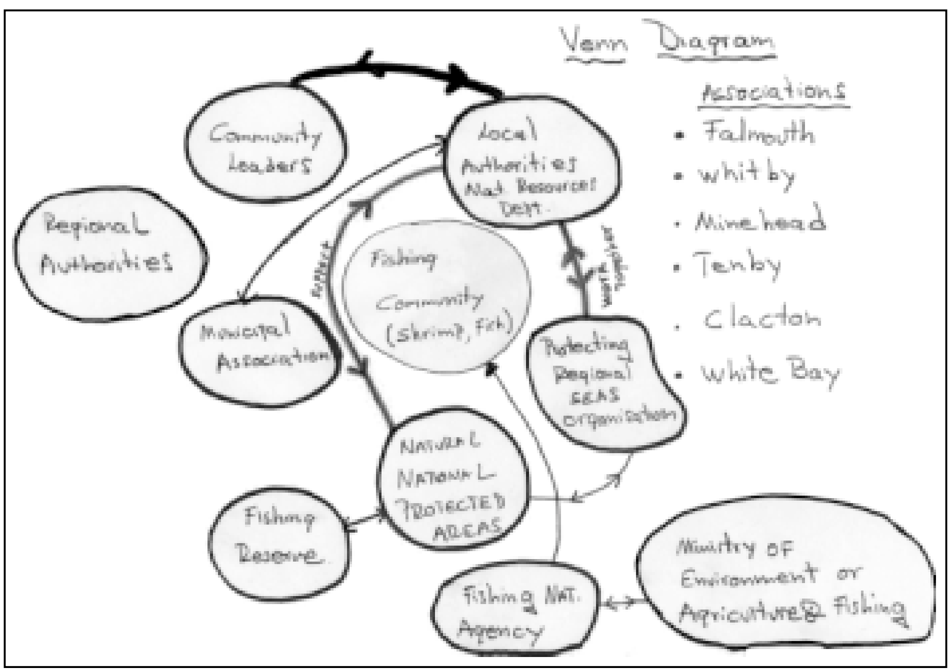
2. Start a brainstorming session about organisations and/or people considered for the exercise.

3. The main organisation is written on a large circle of paper and placed in the middle of the display.

4. On the smaller circles, write the names of organisations and people considered for the exercise; place these circles on the display according to what has been established through participants' thoughts, reasonably close to the central organisation and according to the type of activity being developed.

5. Use arrows to represent the type of relationship and functions and responsibilities each has. You can also add comments (as shown in the example)

6. If it was decided at the beginning to work in groups, compare results.



How many people ?

5 - 25

How long does it take ?

Between
1 and 2 hours

What is its purpose ?

It shows the flow of events and decisions relating to a process in a schematic way. It can illustrate the complexity of a process or serve as a basis for discussion and reflection about a specific point or moment within that process.

When is it used ?

At any point in the workshop when it is necessary to analyse in a schematic way the impact of a process or show links and relationships involved in it.

What materials do I need ?

Flipchart, pens and cards.

What variations can it have ?

1. The diagram can be produced beforehand and analysed with the group.

2. More detail can be included on the diagrams to reinforce the analysis of it.

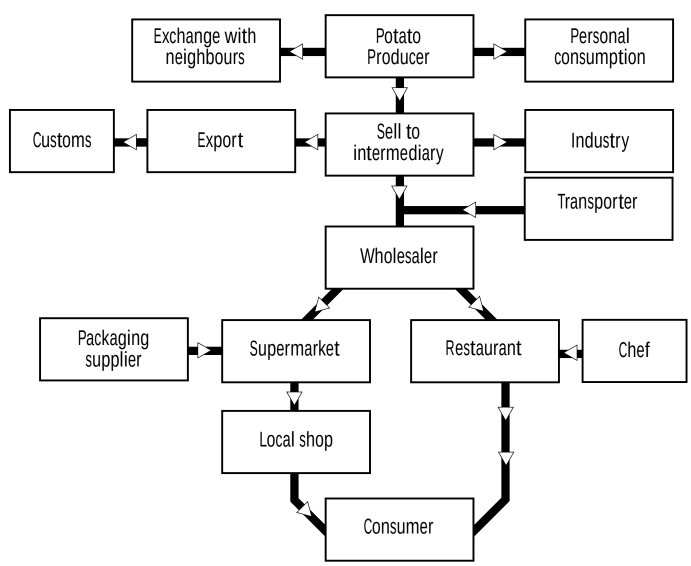
3. Groups can be split by gender so that analysis gives the different perceptions of men and women.

Other recommendations ?

Encourage participants to think about the links and flows. In this case, they analyse the possible consequences of each action and put them in a flow chart, taking into account both the positive and negative aspects.

How is it used ?

1. Explain the objective of the exercise.
2. Present the theme.
3. Explain the rules of the game for contributions and the criteria for building the diagram, whether it be as a whole workshop exercise or in smaller groups; if the latter is the case, organise the groups.
4. Indicate the start of the process on the diagram. This can be agreed with the participants.
5. Write up the first phase or step and continue with the following steps and respective links.
6. Ramifications and aspects continue to be added. At this point you can include on each step or level of the process, the analysis of the different aspects relating to it. For example, costs, participation by gender, dangers, percentage of benefit, etc.
7. If working in groups, bring all the diagrams together and in full session create a single diagram and further analyse and synthesise the data.



How many people ?

5 - 25

How long does it take ?

Between
60 and 120 minutes

What is its purpose ?

To find out about the history of a process or subject, the background and influences that have arisen and that can be considered in the current position.
The time line is a list of events relating to a specific theme, recorded as and when participants remember them.

When is it used ?

When you want to find out about the background of an idea, theme or process and you want to link important ideas about a subject on a grid that shows the passage of time.

What materials do I need ?

Display boards, flipchart, paper, pens and cards.

What variations can it have ?

1. Time lines can be created using specific subjects with the aim of understanding the changes that take place during the course of time in a detailed and specified way.

2. Associating it to each date of analysis means you can add information about events that have occurred in different places. For example, at a local, national or international level.

Other recommendations ?

• This analysis can be combined with others that focus on different aspects to achieve a deeper understanding of a problem, process or theme.

• The time limit for this exercise is subject to how deeply you want a theme to be analysed.

How is it used ?

1. Once a theme has been established, a participant identifies an event from as long ago as they can remember and about which they have information.
2. Either in smaller groups or with the whole group and starting from this date, begin to record events that have happened since; follow agreed time interval: each year, every two years, every three years, etc.
3. There will be references made to important national and international events on some dates.
4. All events are written next to each date or time line and should promote discussion.
5. When the task of writing down ideas about the time analysed is finished, participants discuss the resulting trends. For example, the rise and fall of some or other aspect or the frequency of a certain circumstance, etc.
6. If it was initially decided that participants should work in groups, they present their findings to the whole group and build a common time line.

Time line

Date	Event	Comments

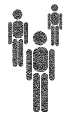
Variation

Date	Event	Local	National

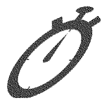
Making an analysis • **For and against**

How many people ?

5 - 25



How long does it take ?



Between
30 and 45 minutes

What is its purpose ?

To encourage open thought on a theme when there is conflict of opinion or to carry out an in-depth analysis of the advantages and disadvantages of an option or theme.

When is it used ?

When you see the need to clarify contrasting opinions about a subject or when you need participants to express themselves clearly.

What materials do I need ?

Display boards, flipchart, paper, pens and cards.

What variations can it have ?

1. The group can be divided into two smaller groups – instead of asking for two volunteers. Set a time limit for the two groups to internally develop their arguments for and against which they then present to the whole workshop and then develop a joint argument.

Other recommendations ?

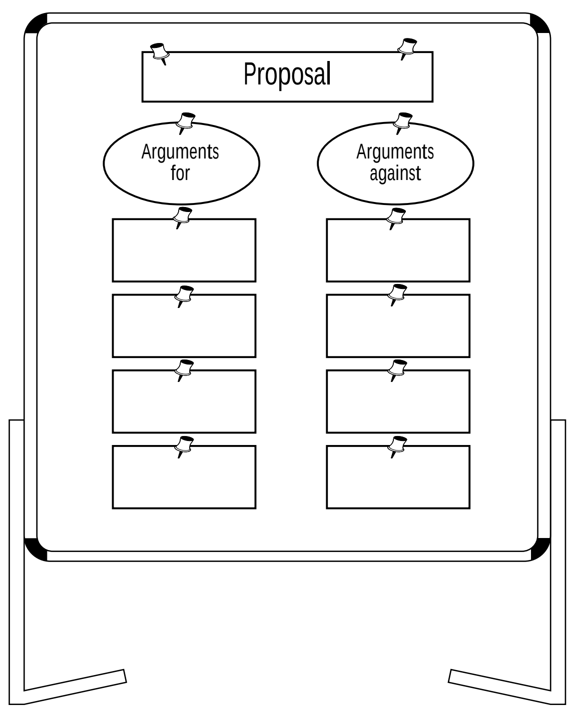
It is important to visualise both the process and conclusions.

How is it used ?

1. Identify the theme that needs to be clarified and formulate a specific proposal or positive statement.

2. Ask for two volunteers to each take on a role: the optimist (who defends the arguments for the proposal and highlights its favourable aspects) and the pessimist (who puts across the arguments against the proposal and points out the difficulties it presents).

3. When all ideas have been expressed they should be written up on a comparative grid and after the arguments for and against have been made, they should be prioritised.



How many people ?	***How long does it take ?***	***What is its purpose ?***	***When is it used ?***
5 - 25	Between 1 and 3 hours depending on the complexity of the problem	To show a problem from its causes through to its consequences and understand which aspects of the problem should be tackled to achieve significant change.	When a complex problem whose causes and consequences lead to confusion, needs to be analysed. When aspects of a problem are unclear and it is appropriate to intervene.

What materials do I need ?

Cards, marker pens, display board, sheets of paper

What variations can it have ?

1. The result can be used to identify the objectives of a project. From a central problem, the general objective can be derived; from the causes of a problem the formulation of specific objectives can be derived; from negative consequences, results, success and impact can be derived.

Other recommendations ?

The trainer should ensure that at least some of the participants have a deeper knowledge of the case or problem they are analysing. To achieve better results you can make a presentation to all participants about the situation they are analysing: background, people involved, socio-economic context, conflicts, etc.

It is important to consider negative causes and effects as this allows the result of the exercise to be used to formulate objectives, results, success and impact – they can be used in the formulation process of a project.

How is it used ?

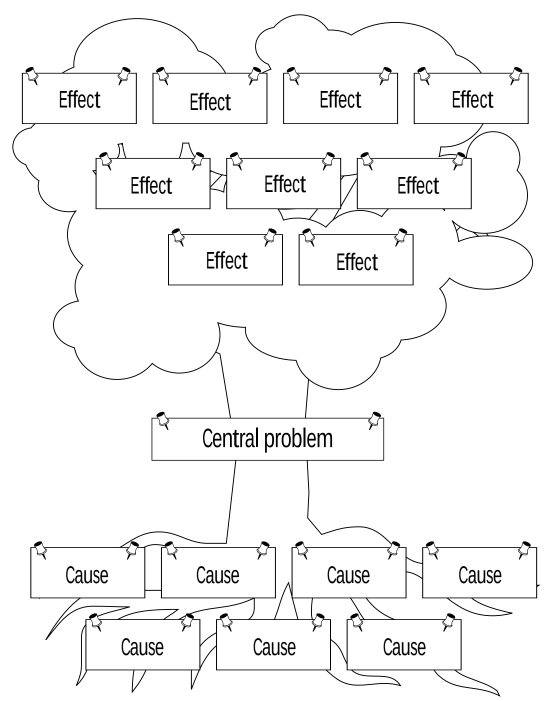
1. Clearly formulate the problem or problems you want to analyse and write them on cards.

2. A central problem is identified and placed in the middle of the tree

3. Participants are encouraged to identify the causes of the central problem, or from which it stems. These causes are written on cards and the cards are placed on the roots of the tree.

4. Once the causes or roots of the problem have been established, the negative effects of the central problem are identified and organised. Their corresponding cards are placed on the branches of the tree.

5. When the task has been completed, the drawing is analysed and a discussion is encouraged to establish whether the organisation of the cards corresponds effectively to the causes and consequences.



How many people ?

5 - 25

How long does it take ?

1-2 hours

What is its purpose ?

To find out about and analyse the different areas of conflict that occur around the various themes that deal with the same subject.

When is it used ?

This analysis tool is useful when you see the need to start a discussion about themes that affect the interests of the group.

What materials do I need ?

Display board, flipchart, paper, pens and cards. Pre-produced tables.

What variations can it have ?

1. You can create this table with the aim of using it to add depth to the results of other exercises (the problem tree, table for prioritising problems, etc.), in the following way: problems you wish to analyse are written in the columns (vertical); the elements or criteria underlying these problems (ecological, economic, social, technological, sociological, etc.), are written in the top row (horizontal). Where a problem meets one of the criteria, rate the relationship with a number, using different approaches: frequency, importance, incidence, permanence, etc. For example:

3 = high level of importance

2 = medium level of importance

1 = minimum level of importance.

General results are analysed by all participants working together.

Other recommendations ?

• You should use this tool preferably when the members of the group know each other quite well.

• The facilitator must insist that participants do not personalise conflict.

How is it used ?

1. The trainer presents a theme and creates an analysis table template.

2. Parameters are set for those who want to analyse the discussion and for those involved in it, and are placed on the analysis table.

3. Where the parameters for analysis and the person involved cross, each participant should indicate the level of importance of the relationship. They can indicate the level of knowledge, level of incidence or identify key points in the relationship.

4. You can obtain a characterisation of the discussion with this procedure that can be shown to the participants to analyse. From this point, any implications or possible problems can be discussed. Formulating questions makes analysis easier.

Example of a table for the conflict analysis

Protagonists / Parameter for analysis	Between members of a community	Between a number of communities	Between a community and the state	With landowners or business people
Land ownership				
Natural resources management				
Decisions about projects				
Educational aspects				

How many people ?

5 – 25

How long does it take ?

2 hours

What materials do I need ?

Display boards, flipchart, paper, cards and sheets of paper with templates of tables.

What is its purpose ?

To make decisions about what is the most important problem, theme or priority to tackle, through the use of a diagram in which the main problems identified by the group are related.

When is it used ?

When you want to decide what theme (situation or topic) to work on, recognising the existence of others.

How is it used ?

1. The objective and procedure for the exercise are explained.

2. They are distributed to the group working in teams and in accordance with pre-defined criteria that is set with the final aim of the workshop in mind.

3. A table is prepared with rows and columns with the same number of boxes horizontally as vertically, for as many problems as are being considered: in this example we have four problems, four boxes.

4. The identified problems are written in the same order in the rows and columns: Problem 1, Problem 2, Problem 3 and Problem 4 (see the example).

5. Participants are asked to compare all the problems in pairs (1 and 2, 1 and 3, 1 and 4; 2 and 3, 2 and 4; 3 and 4) and define which of the two is more important or which should be most quickly resolved. Give enough space for discussion and try to find a general consensus to indicate which one out of the two is more important, with the corresponding number, where the boxes meet (see the example). At the end of the exercise, half of the table will be full, as shown below.

6. Tables for all the groups should be compared and the problem that crops up the most chosen, taking into account all the boxes in the table.

7. The most frequent problem is tackled with the exercises that follow. For example, with the Problem tree.

Row \ Column	Problem 1	Problem 2	Problem 3	Problem 4
Problem 1		1	1	4
Problem 2			3	4
Problem 3				4
Problem 4				

How many people ?

5 - 25

How long does it take ?

Individual work:
15 minutes

Presentation
by each participant:
2 minutes

What is its purpose ?

To record on a single document (the declaration of commitment) any personal commitments relating to the application of what has been learned in the workshop.

To facilitate and support the follow-up to the training process.

When is it used ?

It is created during the workshop but acquires deeper meaning – fulfilling a commitment that has been made publicly – when participants return to their place of origin and take on the responsibility of putting these commitments into action.

What materials do I need ?

A prepared display board explaining how the exercise will be carried out, a sheet of paper for each participant or group and pens.

What variations can it have ?

1. The number and type of questions help collate the commitments made by the participants and are determined by the needs of the workshop. This tool can work with small groups instead of individually, especially if you wish to group people together who have something in common, for example: they work for the same institution or on the same project or they are from the same place, etc.

Other recommendations ?

Each oath is written down and attached to the display board.

If you think that the photographic record is going to take too long, we recommend that these declarations are sent to each participant to serve as a reference in future activities focussed on the fulfilment of commitments.

How is it used ?

1. The trainer gives his or her thoughts on the commitments that could have taken place during the training, in relation to putting into practice learning generated by the workshop. One of the most practical ways of making these commitments more specific is by establishing categories and questions related to them; for example:

- Activities, what am I going to do?
- Objectives, why?
- Procedure, how am I going to do it?
- Estimated time, when am I going to do it?
- Alliances, who am I going to do it with?
- Place, where am I going to do it?
- Resources, what am I going to do it with?
- Beneficiaries, who am I going to do it for?
- Other categories and questions related that are considered relevant.

2. Each participant is given a sheet of paper with an outline of the identified components; using this information, they write their Declaration.

3. Witnesses are identified among the participants.

4. The Declarations are presented and read out in front of all those taking part.

5. The declaration is signed and dated in public and in the presence of the respective witnesses.

(Name and date of the workshop)

Name: ____________________ Commitment Declaration Number [ ]

Witnesses ______________ ______________ ______________

Name & signature — Name & signature — Name & signature

I (name of participant) commitment to:
1.
2.
3.
4.
5.
6.
7.

How many people ?

5 - 25

How long does it take ?

Preparation:
10 minutes

Each presentation:
2 minutes

What is its purpose ?

It facilitates the continuation of the training process. On an individually created table, it allows the organisation of commitments that each participant has made to apply what has been learned in the workshop.

When is it used ?

It is created during the workshop but has greater meaning – to fulfil commitments – when participants return to their place of origin and put it into practice.

What materials do I need ?

A display board explaining how the exercise will be carried out, a sheet of paper for each participant or group and pens.

What variations can it have ?

1. Work can be done in small groups instead of individually, especially if you wish to group together people who have something in common. For example, they work for the same organisation, they are from the same place, they are present in the same region, etc.

Other recommendations ?

The number and type of questions formulated to gather the participants' commitments are determined by the needs of the workshop.

If you think the photographic record will take too long, we recommend that you send the transcription to each participant as a reference for fulfilling their commitments.

How is it used ?

1. The trainer reflects on the commitments that the training could have provided, in relation to putting into practice learning generated by the workshop. One of the most practical ways of making these commitments more specific is by establishing categories and questions related to them; for example:

- Activities, **what am I going to do?**
- Objectives, **why?**
- Procedure, **how am I going to do it?**
- Estimated time, **when am I going to do it?**
- Alliances, **who am I going to do it with?**
- Place, **where am I going to do it?**
- Resources, **what am I going to do it with?**
- Beneficiaries, **who am I going to do it for?**
- Other categories and questions related that are considered relevant

2. Each participant is given a sheet of paper with an outline of the table, or a blank sheet for each person to draw a table and write their name on it.

3. Tables are presented and read to all those taking part in the workshop. Each table is filled out and left as part of the photographic record.

(Name of the workshop) • Commitment Table

Person responsible (name):

What	Why	How	When
Where	**With whom**	**For whom**	**What do I need**

How many people ?

5 - 25

How long does it take ?

Individual work: 15 minutes

Each presentation: 2 minutes

What is its purpose ?

To facilitate the follow-up of the training process. It allows each participant to organise their commitments to apply what has been learned in the workshop. It embraces the idea of reaching for a star.

When is it used ?

It is created during the workshop but has a deeper meaning (fulfilling a publicly declared commitment) when participants return to their places of origin and put into practice what they have agreed.

What materials do I need ?

A display board explaining how the exercise will be done, a sheet of paper for each participant or group and pens.

What variations can it have ?

1. Work can be done in small groups instead of individually, especially if you wish to group together people who have something in common. For example, they work for the same organisation, they are from the same place, they are present in the same region, etc.

Other recommendations ?

The number and type of questions formulated to gather the participants' commitments are determined by the needs of the workshop.

If you think that the photographic record will take too long, we recommend that you send transcriptions to each participant as a reference to fulfil their commitments.

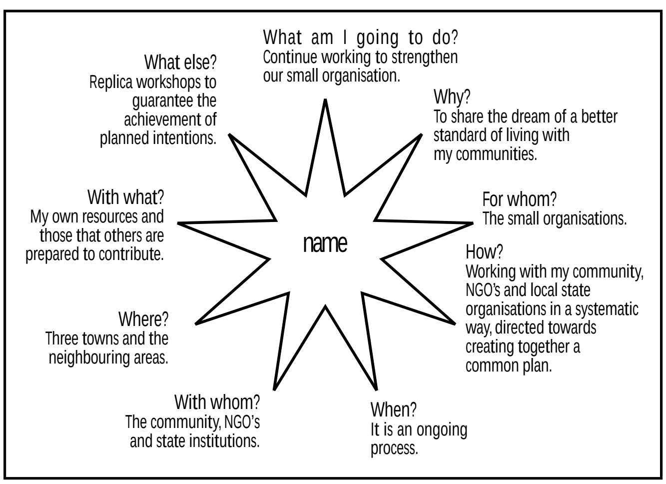
How is it used ?

1. The trainer reflects on the commitments that training could have provided, in relation to putting into practice learning generated by the workshop. One of the most practical ways of making these commitments more specific is by establishing categories and questions related to them; for example:

- Activities, what am I going to do?
- Objectives, why?
- Procedure, how am I going to do it?
- Estimated time, when am I going to do it?
- Alliances, who am I going to do it with?
- Place, where am I going to do it?
- Resources, what am I going to do it with?
- Beneficiaries, who am I going to do it for?
- Other categories and questions related that are considered relevant

2. Each participant is given a piece of paper with the outline of a star, or a blank piece of paper for each person to draw one; commitments are recorded on the paper and their name is added.

3. Each participant presents and reads out their "star". Each star is transcribed and left to form part of the photographic record.



How many people ?

5 – 25

How long does it take ?

From 3 hours to 1 day

What materials do I need ?

Flipchart, sheets of paper, cards and marker pens.

What is its purpose ?

To order objectives and results in a logical way. It is useful in the process of formulating projects.

When is it used ?

When you need to order ideas relating to a work plan, after getting to know the main situation that needs improving or changing. It is ideal to use this tool after an analysis.

How is it used ?

The starting point is to use previously identified and formulated objectives (the general objective as well as specific ones). A number of specific objectives lead to a general objective. It is considered that a specific objective has been fulfilled or achieved when corresponding products or results are obtained. For these to be achieved, various activities need to be carried out that. The creation of the following table facilitates the organisation of the described logical sequence.

General objective	Specific Objectives	Results	Activities
	1.	1.1. 1.2.	
	2.	2.1. 2.2. 2.3.	
	3.	3.1. 3.2.	

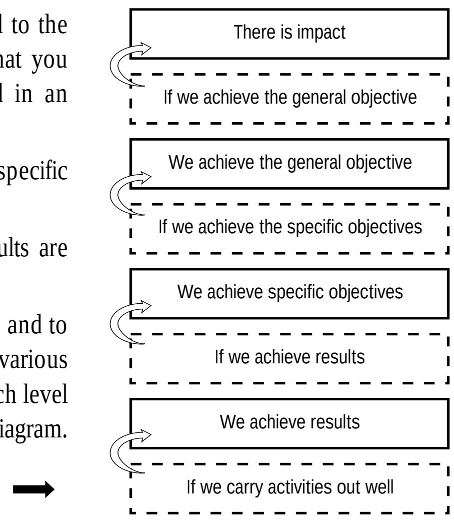
1. A general objective is formulated and corresponds to the solution identified from the central problem or the main situation.

2. Specific objectives are defined. These can correspond to the main causes of the central problem. We recommend that you formulate objectives that can be measured or verified in an appropriate, realistic time frame.

3. The results of what is hoped to be achieved for each specific objective are noted down.

4. Activities or actions deemed necessary to obtain results are defined.

Various results can be obtained for each specific objective and to achieve each result, it may be necessary to miss out various activities. What is vital is that goal is coherent and that each level ensures the achievement of a higher level as shown in the diagram.



Planning • **The action plan**

How many people ?

5-25

How long does it take ?

From:
3 hours
up to
1 day

What is its purpose ?

It designs an ordered sequence of activities; it can complement the table of objectives. It helps to chart decision-making and summarise actions, responsibilities and the schedule.

When is it used ?

When you want to formulate actions for a specific goal in a schematic way, to encourage collective work and to serve as a basic reference for the follow-up and evaluation.

What materials do I need ?

Paper, pens, display boards, cards and sheets containing the table.

What variations can it have ?

1. Groups can be divided according to the number of objectives so that each group works on one objective. Later, when all participants are together, the rest can contribute. You can include an additional column of other necessary materials or components.

Other recommendations ?

Aim for maximum participation and ensure clarity and comprehension.

How is it used ?

1. The trainer presents the exercise and agrees the methodology and format of the table with the group.

2. Subgroups are formed in accordance with previous criteria. For example, the type of organisation participants belong to, by objective, etc.

3. The table is developed explaining each of the proposed aspects. For example:

Objective	Activities	Sub-activities	Person responsible	Schedule					
				1	2	3	4	5	6

4. Once the table has been completed, it is reviewed

5. Results are presented by the sub groups to the whole workshop and the different approaches are discussed with the aim of adding to the information and obtaining a more complete table.

How many people ?	***How long does it take*** ?	***What is its purpose*** ?	***When is it used*** ?
2 – 3 each day	Daily preparation: 30 minutes Daily presentation: 15 minutes	To make a continuous evaluation; it promotes reflection on the previous day of the workshop. It serves as feedback for the following days of the workshop to give participants an idea about the learning process in advance.	Throughout the whole workshop, at the beginning of each day.

What materials do I need ?

Paper, pens, a space available outside of the workshop schedule, medals, badges or other means to identify members of the committee.

How is it used ?

1. The reason why the evaluation is being made and the advantages of it are explained.

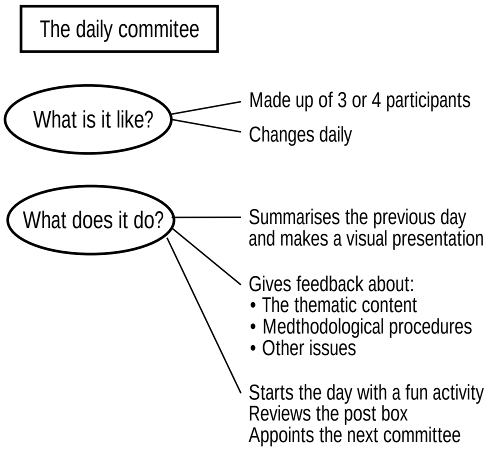
2. The committee is made up of three participants, volunteers or individuals chosen by the trainer. This group changes each day of the workshop.

3. The committee summarises what happened the day before in terms of: themes, content, methodology, participation, etc. It can be done in a humorous way – highlighting small but significant events or anecdotes: the phrase of the day, character of the day, news item of the day, etc.

4. When the first day is over and before starting the second, the committee meets to prepare its presentation. We recommend that someone from the training team supports the first committee with this task to get the most out of this tool. This committee will serve as an example to the following ones.

5. The following day, the committee presents its evaluation of the previous day and, then hands over its work to the committee that will succeed it for the day that is just starting.

6. The trainer thanks the committee for the support they have given to the group and incorporates any suggested changes.



How many people ?

7 - 35

How long does it take ?

Evaluation (each day):
5 minutes
Average calculation (each day):
7 minutes

What is its purpose ?

It measures (monitors) mood levels within the group throughout the workshop.

When is it used ?

At the end of each working day, as a means of continuous evaluation, but it allows a graph to be created illustrating how participants felt during the events of the day.

What materials do I need ?

Paper to draw the table on. A sticker for each participant, each day.

What variations can it have ?

1. An impromptu evaluation can be made using the same method at difficult points in the workshop, with cartoon faces on just one line.

2. Mood levels in smaller groups can be measured within the group, for example, one colour sticker for women and another colour for the men. At the final count, it is possible to see the different mood levels by gender, which could be used by the training team to make decisions to balance up the content of the workshop to improve the mood of one of the genders.

Other recommendations ?

If you don't have any stickers available, you can use pens and make crosses or large dots.

How is it used ?

1. A table is prepared with cartoon faces, as indicated in the picture (below)

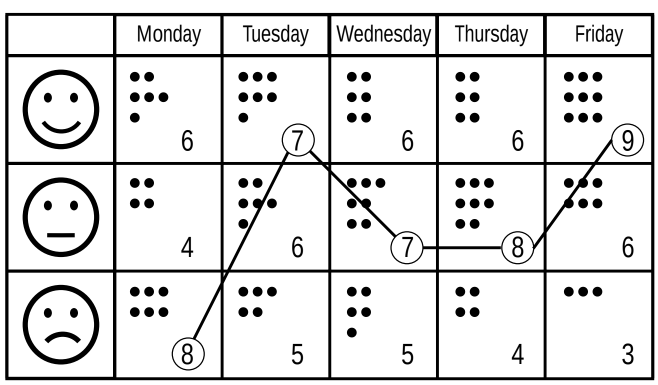
2. The reasons for the evaluation and the way it will be carried out are explained.

3. When the working day has finished each participant is asked to put a sticker in a box next to the corresponding cartoon face to represent their mood during the day. This is done before participants leave the room.

4. The Daily Committee is invited to consider the result of this evaluation when they make their presentation.

5. In the final evaluation, the stickers are counted on the table. Then the average number of stickers is marked out and a large dot drawn in the row for the corresponding cartoon face. Finally, all the large dots are joined up, with a pen. The resulting curve reflects the evolution of the groups' humour and mood throughout the workshop.

Presenting this tool – the first day for the first time – takes 10 minutes. Each time participants add their stickers onto the table (once a day, at the end of the day), 5 minutes. We calculate the daily average to be around 7 minutes. Added to this, the group needs a few minutes to think about the previous day's results; for example, when the Daily Committee makes their presentation or in the evaluation at the end of the workshop.



How many people ?

8 - 40

How long does it take ?

Between
45 and
60 minutes

What is its purpose ?

To anonymously evaluate different aspects of the workshop in depth and to exhibit the evaluation on a chart.

When is it used ?

During the final phase of evaluation in the workshop.

What materials do I need ?

Paper, stickers (1 sticker multiplied by the number of participants and subjects that needed to be clarified), cards and pens. A list of subjects to be evaluated.

What variations can it have ?

1. It can be combined with sheets of paper or display boards to add any comments or to note down “my suggestions for future workshops…”, etc.

2. You can use different coloured stickers for men and women to make a different evaluation.

3. If you do not have any stickers, the dots can be made with marker pens.

Other recommendations ?

Try to offer more than 3 areas to assess and always an even number (approval/ disapproval) to avoid indecisive people sitting on the fence in the evaluation process.

How is it used ?

1. Explain why this evaluation is being carried out.

2. Show the evaluation charts prepared for the subject, explaining each aspect of it and how stickers should be applied.

3. Participants put one sticker per subject in the corresponding space – very satisfied, satisfied, slightly unsatisfied, very unsatisfied –.At this point, the training team leave the room and move away from the displays or tables to guarantee an anonymous vote and avoid influencing any decisions.

4. The stickers in each box are added and each total is written next to the corresponding stickers and box.

5. The results of the evaluation are released and each section is analysed.

6. Participants are thanked for their contribution to the evaluation and the trainer explains how the results of it will be considered and utilised in future.

	Very satisfied	Satisfied	Slightly unsatisfied	Very unsatisfied
Content	●● ●●● ● 6	●●● ●●● ●● 8	●● ●● 4	●● ●● 4
Method	●●● ●●● 6	●● ●●● ●● 7	●●● ●● 5	●●● ● 4
Organisation	●●● ●●● 6	●● ●●● ●●● 8	●●● ●●● 6	●● 2

How many people ?

10 - 25

How long does it take ?

10 - 15 minutes

What is its purpose ?

To gather opinions about how the session is progressing and to facilitate open reflection from the group.

When is it used ?

At the end of a session or at the end of the workshop.

What materials do I need ?

Display board, cards, pens.

What variations can it have ?

1. Participants can be asked to express their opinions through associations, or rather, with words that represent enjoyable and unpleasant feelings. For example:

Sweet (I enjoyed it)
Bitter (I didn't enjoy it)

Honey (I enjoyed it)
Verbena (I didn't enjoy it)

These opinions can be written down on cards and quantified for use in the conclusion.

Other recommendations ?

The trainer should clearly explain that he or she is assessing the session and ask participants to concentrate on what happened in it.

How is it used ?

1. When the facilitator feels it is most convenient, they asks the group to reflect upon what has been developed in the session (or day) that is just about to end.

2. After five minutes, participants are asked to comment on their thoughts in one short phrase or if possible, one word.

3. Once each participant has given an opinion in an orderly manner, the facilitator can consider what has been said to plan the next session or day of the workshop.

How many people ?

8 - 30

How long does it take ?

Depending on how many subjects are to be evaluated, Between 15 and 30 minutes

What is its purpose ?

To evaluate a number of aspects of the workshop in a quick and simultaneous way; it has the advantage of showing the values used by the group to rate each aspect.

When is it used ?

When you need to evaluate a session or indeed, the workshop as a whole.

What materials do I need ?

Paper, pens or stickers (1 sticker per participant multiplied by the number of participants and by the number of aspects you want to evaluate).

What variations can it have ?

1. Combining it with sheets of paper or a display board to record any comments, or to write "my message for future workshops…".

2. Vary the evaluation by gender (for example, women have blue stickers and men have black stickers).

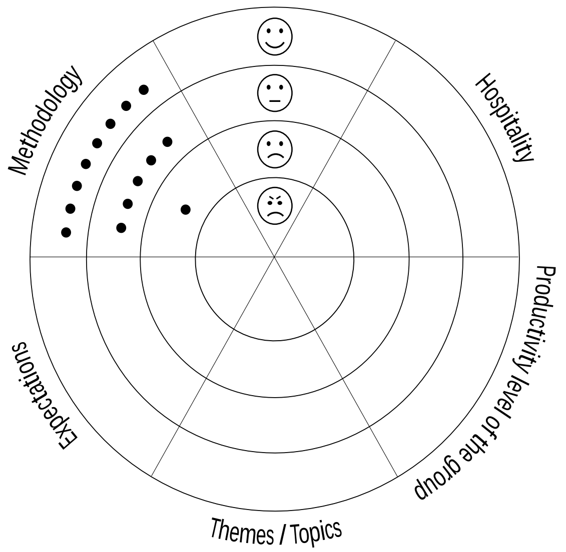
3. If you do not have any stickers to hand, use marker pens to enter information on the wheel.

Other recommendations ?

Try to offer more than 3 areas to assess and always an even number (approval/ disapproval) to avoid indecisive people sitting on the fence in the evaluation process.

How is it used ?

1. Choose aspects of the workshop you wish to evaluate; for example, methodology, group work, themes covered, etc.
2. A wheel is drawn and the aspects that are to be evaluated are added to it. The trainer should present this tool, briefly explaining each aspect, how it is evaluated and if it is to be evaluated in a varied way.
3. Participants are asked to evaluate each of the aspects drawn up, or rather, add a sticker: one for each participant on each aspect, in its corresponding space. It is better for the training team to give enough freedom and privacy for participants to make their evaluations in peace.
4. The stickers or marks are added up for each aspect and in each space.
5. The results of the evaluation are given out.
6. Participants are thanked for their contributions and trainer explains how the results of it will be considered and utilised in future.



How many people ?	How long does it take ?	What is its purpose ?	When is it used ?
10 – 18	Between 15 and 20 minutes	For participants to learn the names of the other people taking part in the workshop; to have fun. It is also a useful ice breaker.	At different times during the first day of the workshop. If it is a large group, it is better to do it during the afternoon of the first day, at the end of the first day or the beginning of the next, when faces and names are more familiar; if it is a small group, immediately after the first presentation.

What materials do I need ?

Enough seats for all participants and space to set them out in a circle.

How is it used ?

1. Participants sit in a circle so there are no seats left empty.

2. The trainer stands in the middle of the circle and explains the rules of the game.

3. The game is started: one person situated in the middle of the circle signals to another sitting down and says “lemon, lemon”; this person then has to say the name of the person sitting to their left. If the player in the middle changes and says “orange, orange”, the person signalled to has to say the name of the person to their right. This continues until the signalled person hesitates, takes too long to answer or says the wrong name; in this case, they have to go into the middle and the person who was in the middle takes that person’s place.

4. When the person in the middle says “Crazy canasta”, all participants quickly change seats; the person in the middle can use this time to sit down leaving someone else without a seat who then has to go into the centre to continue the game.

One possible variation of this game is when the trainer takes the place of the person in the middle of the circle and indicates the movement of people with certain characteristics: for example, those who are wearing black shoes change seats; or, all the men; or, all the women; all those wearing a white shirt; all those older than 25, all those who come from the north…When the trainer says “crazy canasta” all participants move. Those who make a mistake or who do not change seats when they should, have to drop out of the game.

This game can be played outside, and weather (and participants) permitting, it can be played on the grass.

How many people ?

15 – 25

How long does it take ?

15 - 20 minutes

What materials do I need ?

A clear space where the group can move about comfortably.

What is its purpose ?

It makes the group more energetic at times of lethargy. This tool also develops the group dynamics.

When is it used ?

When the group seems tired or lethargic.

How is it used ?

1. Everyone stands in a circle.

2. When the trainer signals, everybody closes their eyes, extends their arms and walks towards the middle of the circle trying to reach other people's hands. Then the trainer puts some people's arms under other people's forming a "human knot" and trying to ensure that nobody lets go of anybody else's hand.

3. Each participant must be holding two other people's hands before the group open their eyes. The next step is for participants to try and disentangle the "human knot" which they created without a single hand being released.

4. The game ends when the knot has been as untied as far as possible.

How many people ?	***How long does it take*** ?	***What is its purpose*** ?	***When is it used*** ?
10 – 30	10 - 15 minutes	It develops trust and the group dynamic.	At any point in the workshop when participants appear tired or lethargic, this game puts energy back into the group.

What materials do I need ?

None – just enough space.

How is it used ?

1. Participants form a wheel by placing their hands around the waist of the person in front of them and then begin to walk around in a circle.

2. Little by little, the group should make the circle smaller (going in towards the centre)

3. When participants are tightly packed they are encouraged to continue walking round in the circle but should bend their knees until they are sitting on the legs of the person behind.

How many people ?

There is no limit

How long does it take ?

Between 15 and 25 minutes

What materials do I need ?

Different coloured pens, cards (circular) or sheets of paper with the names of the different colours and lollipop sticks to make signs.

What is its purpose ?

To arouse creative abilities in the group – participants use both the left and right sides of their brains.

When is it used ?

At any point in the workshop. It is useful for preparing participants before using another tool that requires creativity and stimulates the group's concentration at the beginning of the day.

How is it used ?

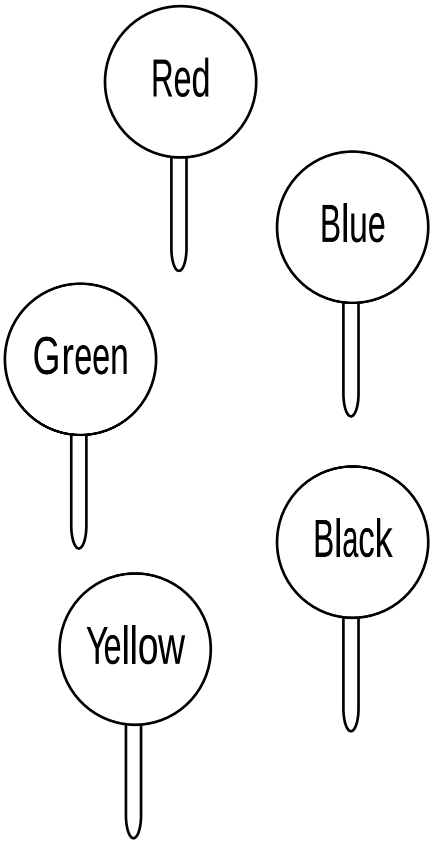
The main principle behind this exercise is that it stimulates creativity amongst participants. The right hand side of the brain tries to say the colour at the same time as the left hand side of the brain says the word.

1. Participants are divided into groups at random, a set of posters is given to each and the game is explained.

2. Each poster has the name of a colour written in another colour; for example, the word "red" is written in blue, the word "green" is written in red and so on. You can make up as many posters as you wish. The more variation there is on the posters, the more amusing the game will be. Lollipop sticks and round card can be used to make the signs or simply make small posters.

3. One person in each team is given the task of showing the signs to the members of another group. Taking it in turns, one member from each group says the colour that the other team member is showing until all the participants have had a turn: you should say the colour you see quickly – not the word that is written, but the colour it is written in. For example, if the word "red" is written in green, you should say "green"; if you read the actual word, you lose.

4. The points for each group are noted down on a board. The group with the most points at the end of the game wins.



Playing games and encouraging creativity • Four flowers in one pencil stroke

How many people ?

There is no limit

How long does it take ?

15-20 minutes

or the time limit you want to set

What is its purpose ?

It prepares participants for activities directed towards gathering unusual or unconventional ideas, because it stimulates creativity. It also helps members of the group to relax after a long working day.

When is it used ?

At any time during the workshop, but especially when the group needs to be prepared for providing ingenious and creative solutions to a problem. This is due to the fact that participants have to use both sides of their brain at the same time.

What materials do I need ?

A sheet of paper (with the final drawing), a pencil for each participant and something to lean on.

What variations can it have ?

1. Groups can be formed to make it a team game.

2. The challenge can be set for participants on the first day of the workshop with the solution given on the last day. If a number of participants manage to solve the puzzle, a competition can be created with a leader table for those who manage to draw the flower the quickest.

Other recommendations ?

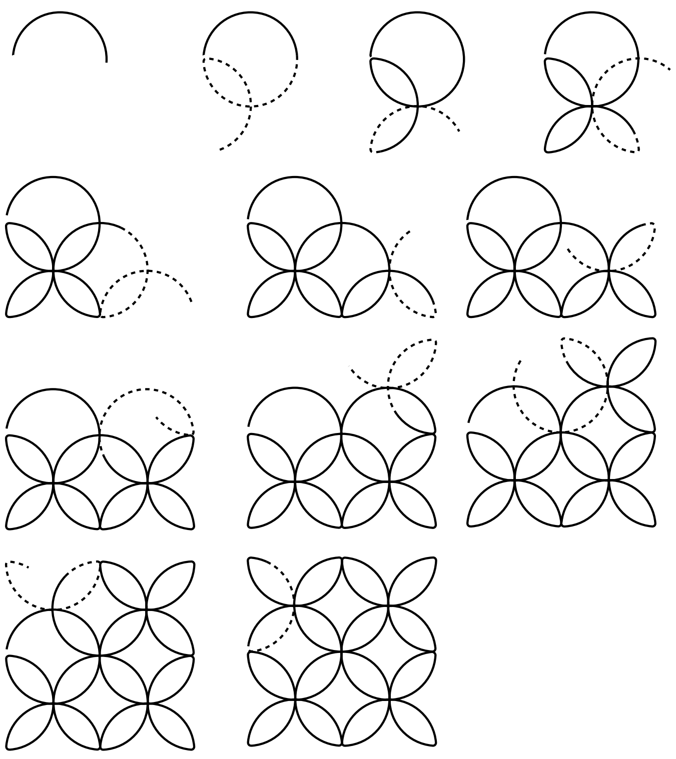
Those who already know how to solve the puzzle should not take part. If there are a number of people who can solve it, the game should be changed so that the winner is the first person to teach another participant to draw the flower without lifting the pencil from the paper.

How is it used ?

1. The puzzle is presented to all participants at the same time. It is about finding the course of the line that allows you to draw four flowers in one pencil stroke (without lifting or removing the pencil from the paper).

2. Each participant or group is given a final drawing of the four flowers that can be used as a reference and a time limit is set to complete the task.

3. The participant that works out how to do it first has to complete to picture on a display board in front of other participants.



How many people ?

There is no limit

How long does it take ?

10 minutes

What is its purpose ?

It stimulates creativity and prepares participants for activities directed towards gathering unusual or unconventional ideas. It is used to obtain unusual responses because this game makes participants use both sides of their brain.

When is it used ?

At any point during the workshop, especially when the group needs to be prepared for providing ingenious and creative solutions to a problem. It can also be used when the group starts to tire or become lethargic or after a heavy working day, as it helps participants to relax.

What materials do I need ?

A board that is visible from all parts of the room, paper and pencils for all participants.

What variations can it have ?

1. Groups can be formed to make it a team game.

2. If a number of participants find the solutions, a competition can be created with a leader board to show who can draw it the quickest.

Other recommendations ?

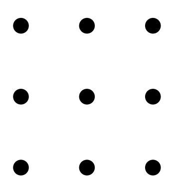
Those who already know how to solve the puzzle should not take part. If there are a number of people who can solve it, the game should be changed so that the winner is the first person to teach another participant how to do it.

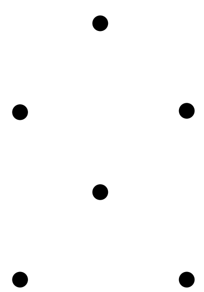
How is it used ?

1. The puzzle is presented to all participants at the same time. It is about finding the course of a line that passes through each of the dots (on both pictures, or one of them) in one pencil stroke – without removing the pencil from the paper.

2. Each participant or group is given paper and a pencil and a time limit is set to complete the task.

3. The participant that works out how to draw the line first has to demonstrate it on a display board in front of the other participants.





How many people ?

20-25

How long does it take ?

15-20 minutes

What is its purpose ?

To find out more about the participants before organising them into working groups.

When is it used ?

When the group is looking tired or lethargic or when more information is required about participants to organise working groups under specific criteria.

What materials do I need ?

None. Although it is important to have a clear space where participants can move about and organise themselves according to the rules of the game.

What variations can it have ?

1. Instead of standing in line, groups can be formed that take into account different categories. For example, grouping people by the type of organisation they are from: people from NGO's or people from business; local and foreign people; ethnic groups; through music or colour preference. If the location and weather permit, this exercise can be held outside.

Other recommendations ?

Guidelines are determined by the profile of the participants.

Be careful when choosing the guidelines, as some people or groups are sensitive to certain aspects of their work and lives.

How is it used ?

1. Participants are asked to stand up and move in different directions. Explain that guidelines will be given for them to organise themselves into a line or a queue. These guidelines can be:

- Organising yourselves by age, from the youngest to the eldest.
- Organising yourselves by height, from shortest to tallest.
- Organising yourselves in alphabetical order using your first names.
- Organising yourselves in alphabetical order using your surnames.
- Organising yourselves by build, from the thinnest to the fattest.
- Organising yourselves by place of origin, from the North to the South.
- Organising yourselves by the number of children you have.

2. After each guideline is issued, participants are given a certain time to identify themselves with their immediate neighbours. Each new organisation created allows participants to get to know one another better.

3. To end the game, each participant can give their name, adding to it a characteristic that starts with the same letter:

Elaine, the enthusiast
Theodore, the thinker
Monica, the magnificent

How many people ?

10-25

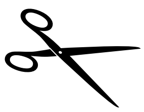
How long does it take ?

30-45 minutes

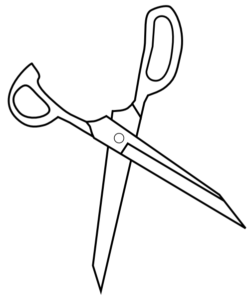
What materials do I need ?

Marker pens or pencils that can be made to look like scissors or actual scissors if they are available.

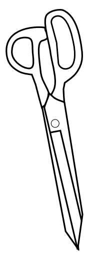
How is it used ?



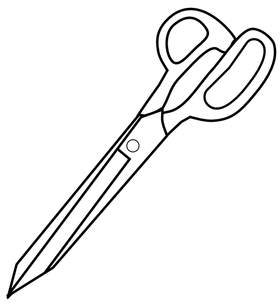
1. Participants sit in a circle and facing the centre.



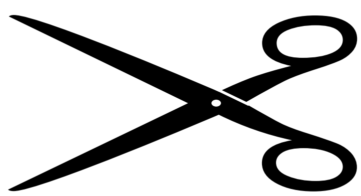
2. The person directing the game, sitting in the same position as everybody else, takes some scissors (or two pens or pencils placed together to look like scissors) and passes them to the person sitting to his/her right whilst saying:



"I give you these scissors open" or "I give you these scissors closed"



3. What is said when the scissors are handed over – "open" or "closed" – is not related to the way in which they are handed to the next person, but to the position of the person's legs at the moment of passing the scissors to their neighbour. The person who receives them should say: "I receive these scissors open" or "I receive these scissors closed" according to the position of their legs at the moment of receiving them. He/she then passes them on to the next person saying "I give you these scissors…" and the person receiving them answers: "I receive these scissors…". The open or closed scissors are passed to the right until all participants have passed or received them. Many will understand the game as the scissors are passed from one person to the next.



How many people ?	***How long does it take ?***	***What materials do I need ?***
10-25	20-30 minutes	Paper and pencils. Enough space for participants to get into lines or queues and move about freely.

How is it used ?

1. Participants get into two lines so that they are effectively paired up. Members of each line identify their partner from the other queue; once everybody recognises their partner for this exercise, the queue on the right leaves the room.

2. Each person in the line on the left writes down the first part of a saying or proverb, folds the paper and leaves the room.

3. Participants from the line on the right enter into the room and are asked to write down the second part of a saying or proverb. When this has been completed, the queue from the left re-enters the room and each participant stands in front of their partner (identified from the other line in step 1).

4. In order, pairs read out what they wrote; the person from the left queue reads out what he/she wrote – as the first part of the proverb – and his/her partner reads out the second part.

5. The result of reading these “proverbs” is very amusing as the resulting random proverbs are unknown and sometimes have no meaning.

9. Problems

9.1. Introduction

It is normal for all training workshops to encounter situations that are critical to a lesser or greater extent. These situations can relate to the group, be interpersonal, logistical, organisational or financial.

Although as a general rule, good preparation and planning guarantee a smooth and successful implementation of the workshop, there will almost always be unexpected events. We have all probably been in unplanned disagreeable situations, for example a technical fault, a speaker who does not arrive, a bus for an excursion that does not arrive, etc, but we have also found ways of overcoming such problems.

The training workshop implies interaction between people with different points of view, experiences and interests that may sometimes be diverse – and at other times may be similar – when faced with the training objectives. The participants may be prepared to share their knowledge and skills and to accept changes in their understanding and practises, but sometimes they are not. This is when there may be difficulties that should be recognised and managed by the training team. They should be considered when creating working groups with one common goal: learning.

We know that each workshop is a unique experience and that there are no recipes for solving problems. In this chapter we discuss the most common situations and problems that may arise before, during and after any workshop; these are listed below:

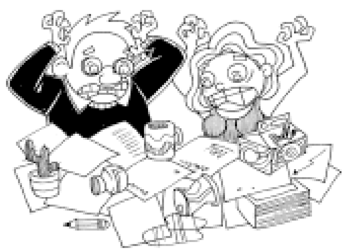
- Logistical and organisational problems
- Interpersonal problems
- Financial problems

For each situation we look at here, we propose **approaches** and **procedures** that the training team could adopt to prevent those problems and alternative solutions if they do arise. So you will be able to think about these critical situations during the planning or the organisation of the workshop and anticipate them by preparing a “**plan B”** – alternative action.

9.2. Problems before starting the workshop

9.2.1. Logistical and organisational problems

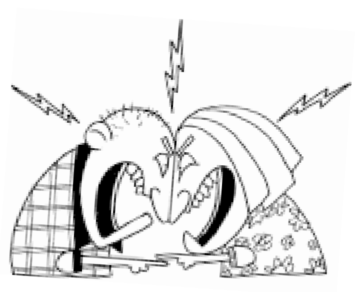
Undesirable situation	How to prevent it	How to manage the situation
▶ Difficulty drawing up the programme in conjunction with the organising institutions. If one of the organising institutions takes a marginal interest in the workshop preparation, decision making can be slow, the timetable may be put back and it can reduce the amount of time available for organisation.	Establish a direct contact: prepare a meeting in advance with the principal people in each organisation to present all the information relating to the workshop; or ensure that they receive this information by some other means. It is important that everyone involved knows the workshop theme, understands the importance of preparation and decides and commits their support. Circulate an action list to all the participating organisations, including the names of those responsible and the deadlines for each action point. Putting the undertakings into the open may increase motivation and the likelihood of the tasks being completed. Keep in regular contact with those responsible to exchange information. They then feel included and committed and will be up to date with progress and any possible modifications in the programme.	Create the programme with the information available: once the deadlines have arrived, create another amended plan. Obtain relevant information about the organisation and include it in the workshop documents; when the organisations know about this material, it may become motivated and interested in the workshop and decide to put some energy into it. Suggest to the organisations that if they do not have people available who can be assigned to the workshop preparation, the completion of the action points should be delegated to the coordinator, who should agree to keep them informed of progress.
▶ The ideal people for each role and to carry out respective functions in the training cannot be found. The preparation process gets behind despite the objectives and general framework of the workshop being clear; the materials, the tools and the logistics need to be amended to suit the profiles and experience of the trainers.	Look for information: consult people who are connected with the theme and review notes from similar events; search the internet; look in bibliographies and directories, checking their capabilities and skills. If you identify anyone who is not well known enough, request a curriculum vitae and references. Make contact in advance: invite the selected people well in advance, provide them with the relevant information and confirm their participation in the workshop as soon as possible. Motivation: let people know about information that may be of interest to them; for example, the list of participants, organisations involved, other members of the team and remuneration if this applies.	Amend the program: Establish whether the theme or part of it can be changed, without any detrimental effect on the learning objective. Delegate tasks: make arrangements with another member of the training team who is able to take on these responsibilities. Change the dates of the workshop if it is still possible.

Undesirable situation	How to prevent it	How to manage the situation
A lot of preparation for the workshop and very little time. This is quite common and puts the members of the training team in a difficult situation making them work under pressure. 	Planning time: create an agenda with all the tasks and deadlines and identify possible alternatives. You will then know exactly how long the organisation of the workshop will take. Get ahead with tasks: carry out all the tasks that you can without having to depend on other people or organisations, although you may still not have definitive confirmation for all aspects of the workshop. For example, prepare a draft invitation which later you will only have to add the date and place; compile a list of possible participants and their contact details; visit and request quotes and available dates from the venues where the training could take place. Delegate tasks: consider your own resources and skills, those of other members of the team and of the participating organisations when assigning responsibilities and with dates (see: Conceptual framework, time management, p 27). Various tasks can then be carried out simultaneously and you save time.	Prioritise: establish the most relevant tasks and carry them out in order of importance. (see: Conceptual framework, Time management p 27) Get support: look for and confirm the help you need to prepare the workshop in the time available: two pairs of hands do more than one and two pairs of eyes see more than one; and... be sure to take deep breaths and relax. (see: Conceptual base, Time management, p 27) Decide on how appropriate it is to carry out the workshop: realistically and objectively decide whether with the resources and time available it is still possible to carry out the workshop and meet the objectives. If you decide that it is not now possible, then you can postpone or cancel it.
The training team does not manage to meet. If the training team does not meet before the workshop, the understanding of each person's responsibilities may not be clear far enough in advance and therefore confusion may arise regarding roles during the workshop. For the same reasons, preparation will not be complete.	Assign resources in the planning stage so that these meetings take place; tell the members of the team about the meetings far enough in advance and, to encourage them to attend, agree the agenda items that will be covered in each meeting. Agree with the team: While you are appointing the team, keep in mind people's availability – geographic location or intention to re-locate – for attending the workshop planning and organisational meetings. Look for synergy: to save transport costs and time, team meetings could coincide with other events of common interest.	Use alternative communication methods: keep in regular contact using the communication methods available and so make sure the members of the team know the workshop objectives so that they can contribute information for the programme. Timetable at least one meeting: the meeting that the team has the day before the workshop is essential; make the most of this meeting to discuss priorities, assign and agree the tasks and commitments that each person in the team will be responsible for during the workshop.
More requests for places than there are places available. The workshop preparation is affected, as is the budget. Adjustments should be made for the whole implementation stage – is there enough room at the inn?	Carry out a needs analysis to identify the level of interest that the workshop has created before making it public. Emphasise the participant profile and the organisation profile.	Check the participants' profiles: ensure that those interested meet the defined criteria required for the workshop. Limit the number of participants: be kind

Undesirable situation	How to prevent it	How to manage the situation
	Limit the number of delegates from each of the invited organisations. Explain clearly the criteria for how the decision of maximum numbers was arrived at.	but clear when advising applicants that they are not able to attend and explain the difficulties that would arise if there was a larger group. Repeat the workshop: consider the possibility of having two events instead of having large groups.
▶ Participants do not confirm. When participants do not confirm a sense of uncertainty develops during the preparation of the workshop and can be a de-motivating force for those doing the inviting.	Make the invitations in the right way: send out the invitation far enough in advance to allow the participants to fit it into their diaries. Make confirmation easy: with the invitation, enclose a form that the potential participants can use to confirm attendance by a certain date and mention here that numbers are limited. (See: Organising a training workshop, Example of an invitation, p 60.) Keep in contact: Check that the invitation has been received and identify the person to contact so you can continue sending that person information about the workshop and obtain their commitment. Keep a reserve list: make a note of people who are interested in the workshop who can be considered should others not show an interest in the invitation.	Insist on confirmation: when the deadline arrives, contact the potential participant and determine whether they will provide a definitive confirmation or not. Use the reserve list: call the participants on the reserve list, invite them and get confirmation of their attendance. Take the decision: establish a deadline for deciding whether running the workshop is justified with the number of participants that have so far confirmed for this date. Balance the advantages against the disadvantages of postponing the workshop or running it with a small number of participants. Whatever decision you take, it should be taken with the training objectives in mind. Reduce the duration of the workshop if the definitive decision is to run it. This way, you can save some resources for future events or even include additional activities that will build on the learning experience.
▶ The profile of the people interested in the workshop does not conform to the ideal profile. The programme will need to be amended, because it may be that the conceptual and methodological level prepared for the ideal group is not suitable for the new group. The training could lose its objectivity.	Be clear in the objectives and content of the workshop what the participant profile is and convey this clearly from the first invitation. Suggest criteria to help make the right choice. This should also be included in the first invitation. Research the organisations you plan to invite and who to send the invitation to, prior to sending it. Send the agenda. Knowing what the agenda includes may help to improve the selection criteria of the candidate.	Ask the organisations that have been invited to reconsider their choice of participant and propose someone who more closely meets the training objectives. Re-send the agenda, making sure that it clearly includes the subject content. Keep in contact with the organisations that have been invited. Suggest the name of the participant that should attend, if you know the organisation and its members well.

Undesirable situation	How to prevent it	How to manage the situation
	Avoid detracting from the workshop with other events that may interest the ideal group. Look for a balance between the workshop content, the venue and the profile of the participants and make this known.	Consider adapting the workshop to meet the needs of the participants who actually confirm.
▶ The group of interested participants does not fit the preferred diversity. The programming takes longer because of adjustments that need to be made. The objectives should be modified because they had been set with the diversity of participants in mind. The themes and methodology should also be reconsidered.	Outline in the invitation the benefits of having a group of participants with different characteristics for the positive development of the workshop (see: Organising a training workshop, The invitation, p 42). Assign enrolment quotas according to certain criteria; for example, gender, age, where people come from, type of organisation, specialism, etc. Keep in mind other points raised in the previous scenario.	Ask the invited organisations to reconsider their decision, pointing out to them the characteristics participants should have, so they can make the most of the workshop objectives. Try to complement the group with other participants who have the characteristics which are least represented in the initial group.
▶ A suitable workshop venue cannot be found. It is possible that some logistical matters cannot be confirmed and they will have to be done at the last minute. In the meantime, the programming progresses with a certain degree of uncertainty because the planning is based on hypotheses.	Consult others: discuss the situation with people you know who may have alternative suggestions. Look in the telephone directory. Visit other venues: contact and arrange visits to different places chosen using the criteria and recommendations put forward in the conception of the workshop. (see: Organising a training workshop, The venue, p 44)	Adapt to the circumstances: identify all the advantages the available venue has to offer and minimise the problems. Reserve the venue which meets the most requirements for the workshop to take place. Procure any additional resources that you can, such as fans, blankets, tables, etc.
▶ Materials cannot be found. The programming cannot be confirmed and the participants will not know about materials in advance, despite this being one of the main requirements of the training.	Research in advance by contacting other people and organisations regarding where to obtain the materials or what alternatives are on the market. Borrow items; for example, technical equipment and display boards. Draw up a "plan B". Put your own processes in order. This way you will easily find the useful information. Create contextual plans. Before beginning the preparation, be realistic about the 'how?' when considering the what, why, where, when and for whom?	Create or obtain alternative materials. Be creative when working with the available resources, making the most of them and recycling materials from previous events. Discuss the problem with the training team so that together you think of an alternative. Plan with what you have because resources will not magically appear. Use "plan B".

9.2.2. Interpersonal problems

Undesirable situation	How to prevent it	How to manage the situation
▶ Disagreement among the team Preparation is not participative. Subjectivity prevails before objectivity and this takes up more time than planned. 	Choose people who are team players; that means that there is an affinity between the people who are incorporated into the training team. Arrange meetings: having meetings between the members of the team helps foster the positive make-up of the group. Identify possible conflicts: be aware of conflicts – underlying or explicit – and try to deal with them before they become a problem.	Define and assign the different roles and responsibilities with clarity and make sure that they have been understood. Identify a mediator who can help to reduce the tensions and conflicts that may arise. This person should remain neutral and look for objective solutions. Consult and analyse the possibility to dispend with one of the members should attempts to resolve a particular conflict fail.

9.2.3. Financial problems

Undesirable situation	How to prevent it	How to manage the situation
▶ One of the sponsors does not provide the financial support promised. Preparation takes more time, which affects decision making over time. Early payment discounts may be lost. Some contracts are lost because the agreed deposits are not paid. The suppliers get the wrong impression of the coordinator who is the person seen as responsible for the agreement.	Plan carefully: you should create a realistic budget and investment plan and only take loans to pay for the most essential expenditure. Start with enough time to look for and secure financial support. This way you will have sufficient time to look for other income sources if one of them withdraws support. Create realistic budgets to enable accurate planning. Diversify the financial sources: from the start, look for different sources of financial support so you do not depend exclusively on one source. Secure genuine commitment: the existence of a contract raises the level of commitment of those involved. Make agreements with legal representatives or with the person responsible for expenditure in the organisations. Invite other similar organisations to take part: contact and build support with people or organisations connected to the	Reduce expenditure: consider the possibility of eliminating costly activities, for example, field trips. You can also choose more economic catering provision, for example, buying direct from the suppliers instead of contracting those in the venue restaurant. Be careful, however, that you do not break contracts you have already made. Agree additional contributions from the participants: inform the organisations that support the participants, what the situation is and discuss with them the possibility of them covering costs. They may make suggestions on how to reduce costs. Arrange instalments for payments not yet made. Postpone the workshop: if you believe the arrangements are not sufficient to run the workshop according to plan, and that you have considered all the alternatives, consider postponing the workshop until you have secured the

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Undesirable situation	How to prevent it	How to manage the situation
	workshop theme; The support of these organisations could improve the level of commitment you receive. Ask for different quotations: have different offers – for cost and service – so you begin to adapt the actual expenditure and resources. Investigate the possibility of credit to allow for the possible delay in receiving funds from sponsors; explore in advance the possibility of extending the payment period through the subscription of guarantees such as accounts receivable, etc. However, be sure that the service will be available when you need it. Consider contributions from participant.	necessary funds. Although it may seem embarrassing at the time, it is better to postpone the workshop than carry it through with differences that jeopardise the objective of the workshop.
▶ The person responsible for financial control is not doing a good job. Sometimes it is worth bringing in additional financial support to enable the training to be completed. You need to identify similar organisations that may be interested in offering financial support to the workshop. But if the person responsible does not act quickly with this, the overall programming could be delayed and put the running of the workshop in danger.	Be careful when selecting the right person. Define the criteria and advise the candidates what they are. Contract a person who fits all the requirements: have recruitment criteria for the person responsible; for example they should have experience, contacts and knowledge of the subject. Delegate. If the person contracted to coordinate the workshop does not have these abilities or does not have time for this task, they should delegate the finance task to a suitable person. Prepare alternative budgets. Ask for quotes.	Look for support for the person doing the job. Replace the post holder as a last resort. Make decisions. Decide whether with the resources you have it is best to run the workshop or postpone it.

9.3. Problems during the workshop

9.3.1. Logistical and organisational problems

Undesirable situation	How to prevent it	How to manage the situation
▶ The participants who have enrolled do not arrive at the first session. The start of the workshop is difficult. If you start, you should find a way of integrating those who arrive late. It affects the budget because you are paying for services you have requested and are not being used or because additional costs may be incurred to pay for individual transport. 	Take care with the invitation and the enrolment and confirmation processes: it is worth making clear how important it is to have the entire group present from the start. Provide assistance for getting to the venue: give clear information about what is the best way to get to the venue and provide timetables and details of what transport is available. Send the agenda beforehand. If the participants know the timetable, they will try to arrive in time for the start of the workshop. Generate commitment from the participants who have enrolled and keep in regular contact with them; this will definitely keep them motivated. Keep in contact with the travel agent so you know the position with timetables and are then able to advise participants. Ask for payment in advance, when attendance at the workshop has been confirmed; this creates a greater commitment from the participants.	Postpone the opening session of the workshop to allow time for people to arrive or start with a session that is not so essential for everyone to attend. To come to a decision you need to ascertain the reasons for the late arrivals and whether they are going to attend or not. Decide at what stage in the workshop it is no longer viable for late arrivals to join. Be firm and objective. Study the pros and cons of running the workshop with a lower number of participants or for postponing it. Remember that whether or not the training objective is met is the fundamental basis on which to make your decision. Adjust the programme to suit the size of the definitive group; you can make the most of the situation by establishing more direct communication with the group and running a more personal training workshop. Liaise as soon as possible with the venue administration to avoid having to pay for unused services.
▶ More participants arrive than expected. The implementation is more difficult because the preparations have been made with a certain number of people in mind and on this basis the workshop and the services contracts have been planned. Also, unpleasant situations may result with the people who arrive and are not on the confirmed list, because they will probably have to leave the workshop. A larger group could affect the participative activities in the workshop.	Take care with the how you manage the invitation and be firm when asked to enlarge the group (see: Organising a training workshop, Invitation, p 42). Make the criteria and the importance of the proposed group size clear. Implement the recommendations mentioned previously in the "more requests for places than there are places available" section (see: Problems before the workshop, p 179).	Accept or reject enrolment requests: be clear about the maximum number of people and the profile of people that may attend the workshop without jeopardising the objectives of the training or creating logistical or financial problems (find a balance). Explain the situation in a friendly way and firmly take the most appropriate decision. Repeat the workshop: consider the possibility of running two events instead of having one very large group.
▶ The work sessions take longer. Managing time is made more difficult. Participants can become tired or some	Agree to what extent a theme is to be worked on: once the workshop training team has been set up, define and agree	Look for mutual solutions: Consult the group of participants about whether to continue to work with the theme. One

Undesirable situation	How to prevent it	How to manage the situation
themes and exercises may have to be sacrificed. The implementation of the whole agenda is put at risk.	in advance to what extent and to what level to work on the themes, in line with the context, need and profile of the participants. Clarify the objectives: remember the workshop training objectives; the time available and the relevance of the theme when seeking a balance between what you would like and what is really possible. Explain the content to the participants: from the invitation onwards, make it clear to the participants the depth and breadth of each theme, so that they are aware of what they can expect at the workshop; this way they can adapt their expectations of the workshop objectives. Agree rules and mechanisms of time management so that everyone takes responsibility for the timetable. Make the content of all the themes available. This way you will avoid in-depth discussions about subjects that may be covered in a later session. Include didactic materials. It is worth all the themes having didactic materials to complement the sessions so that the participants can study further in their own time.	possibility is offering additional time – for example, a workgroup session after dinner – to continue the theme. Adjust the programme and methodology: Look for alternative tools that allow the same objectives to be reached in less time; or, if necessary, suspend or omit one of the activities. For example, instead of carrying out the work in groups followed by the presentation and discussion of the results in full session, propose developing the theme and discussion in full session only. Objectively revise the themes that still need to be worked on and consider the possibility of omitting one of them and replacing it with handouts. Be firm. If extending a session endangers another essential part of the workshop, it needs to be brought to a close in a friendly and convincing way. The training objectives are what is most important. Distribute a bibliography and recommendations so participants can obtain further information on the theme.
▸ Participants and/or the guest trainers do not keep to the agreed timetable. The implementation of the training is confused. The agenda is upset and time management becomes very complicated.	Make everyone aware of the programme and agenda for each day, in which the proposed times and duration of each session are clearly stated. Also, knowing about all the activities helps towards managing time, so people know or have an idea about what will follow. Establish the rules of the game: at the start of the workshop identify and agree with the participants the rules of the game for managing time that are explained to the guest trainers at an opportune moment when they arrive. Show a good example: the members of the training team should always show a good example, by being punctual and	Enforce the rules of the game: remember the agreed rules of the game and if you think it is necessary, agree the incorporation of new ones. Find support: choose some participants who will take responsibility for putting the time management into practice. Study the causes: Find out whether the working day has overrun because of unnecessarily discussing details that are not relevant, or because the theme needed it and so the learning was expanded. Gently interrupt the presentation to reach a group consensus, advising everyone of the implications of extending the theme.

Undesirable situation	How to prevent it	How to manage the situation
	the established agreements seriously. Agree warning mechanisms and signals: in advance, propose signals for managing time. For example, traffic lights: a green card to indicate that there is still time, a yellow one to indicate that time is almost up and a red one to announce the end of the period of activity.	If it is appropriate to continue, try to agree with the group what the additional time limit is. If it is not, conclude and draw the session to a close. Propose alternatives: If it is necessary and of interest to some to extend the conversation on a theme, you could suggest dedicating another time for it. In the meantime, concentrate on continuing with the programme.
▶ The guest trainers do not deal with the subject with the agreed focus. If the difference is minimal or the new focus is linked with the one agreed originally, the situation is not critical. But sometimes the new proposed focus may contradict and negatively affect the learning or compromise the rest of the workshop.	Provide all the information that the guest trainer needs to define, contextualise and prepare the thematic content: information about the participants, the overall programme, the workshop objectives, handouts from other similar workshops, etc. Familiarise yourself with the presentations: try to find out as far as possible, the exact content of the presentations and the didactic materials that each guest trainer will use. Confirm whether they are what were agreed. Help prepare the presentations. Draw up a written contract with terms of reference, if necessary. Programme and carry out the evaluation and feedback sessions for the training team.	Talk to the guest trainer: find a suitable moment – before the presentation – to speak about the importance of the theme and to remind them of the original agreement. Supplement the presentation: re-enforce the treatment of the theme with a contribution from one of the members of the team or with didactic materials relating to the theme if required. Understand the situation: If the new focus proposal positively contributes to the learning, relax, support it and learn from it.
▶ The guest trainers do not handle the themes with the agreed methodology. If the new methodology is not contextualised to the current situation, it could make understanding the theme difficult. Also, if the original methodology has been disclosed to the participants, they may feel confused by the new one. If, however, the changes are minimal and enhance learning, everyone is satisfied and grateful.	Agree and clarify the methodology: agree in advance with the guest what tools to use and ensure he or she understands them. Discuss options. Offer methodological support during the preparation and application of the sessions. Draw up a written contract with terms of reference, if you feel it is necessary. Ensure the availability of resources necessary for the appropriate approach.	Speak to the guest trainer: remind them of the agreements relating to methodology and recommend the importance of maintaining the methodological thread. Supplement the presentation: support the trainer with appropriate tools. Understand the situation: if the new methodology does in fact favour learning, relax, support it and learn from it.

Undesirable situation	How to prevent it	How to manage the situation
	Programme and carry through the evaluation and feedback sessions for the training team.	
▶ The guest trainer does not arrive or does not arrive in time for his or her session. The agenda cannot run as planned. There is stress in the team; if it is very obvious to the participants, it could generate negative or unkind comments. Managing time becomes difficult because of the delay. 	Agree and confirm the arrival time in advance: ensure that the guest trainer arrives far enough in advance of their session. The guest trainer can use the additional time to get to know the group and integrate. They can also receive contributions for the preparation of their presentation. Ensuring transport: make sure the guest trainer has the correct address and has understood how to get to the venue. Explain any changes and difficulties they might have. Help with the arrival: meet them at the airport, transport terminal or agreed place and take them to the workshop venue; the team member who meets them can use the journey time to get to know the trainer better and update them on progress at the workshop. Arrange substitutes: this is part of "plan B". With the guest trainer, identify people who could substitute them should they not be able to attend. Or, identify someone from the training team who could substitute the guest trainer. In both cases, decide on the programme. Identify in advance possible session changes in the agenda, without sacrificing the main thread of the training content. Ask the guest trainer to send information in advance.	Stay calm: do not let panic overwhelm the trainer or convey panic to the group. Work as a team: establish what situation everyone in the training team is in and between you find the solution: whether to continue with an activity or decide what to do if the guest trainer does not in fact arrive. Use a pre-planned alternative: put "plan B" into action, depending on whether they will arrive later or not at all. Change the order of the sessions: change sessions or parts of them to allow time for the replacement trainer to arrive. Be careful to maintain a logical sequence and the main thread for content. Share the situation with the participants: Advise the participants of what has happened so the solution is agreed and is more relevant. Continue with what you have got: if you already have got didactic materials or information relating to the theme, they can be shared with the participants and you can decide whether the time can be used for reading or group work. Everything is subject to the theme and its content.
▶ One of the sessions planned cannot take place because of other reasons – technical, logistical or environmental. The agenda cannot be adhered to as planned. The budget may be affected, having a knock-on effect on resources and last minute changes. It generates stress that may affect the group dynamic. It affects everyone's expectations.	Realistically plan – always bearing in mind, time, distances, security, etc – what would be the implications of moving sites, the timescale of the activity and the return journey. Ascertain and check the punctuality and accuracy of facilities, for example transport for excursions.	Stay calm. Implement "plan B". Work with what you have available. Consult the team. It is worth analysing the situation and taking the decision that most benefits the training and the participants.

Undesirable situation	How to prevent it	How to manage the situation
	Ensure that the technical equipment is working. Have replacements available should they be needed, for example, a spare bulb for the projector. Be flexible when programming and include a "plan B".	Involve the participants in the decision making. If it is necessary, replace the session, for example by bringing forward future sessions or further discussing the previous one.
▶ The meal times overrun because the service contract is not fulfilled. Affects the progress of the agenda. Depending on the group of participants, it can create problems if meals are served at the wrong times.	Agree times in advance with the caterers and who to contact should and there be any changes in the timetable during the workshop. Make a team member responsible for keeping in touch with those in charge of the service. That person can also be responsible for ensuring that the food is available and for letting the training team know what the situation is.	Change the agenda with the approval of the participants; for example, extending the session until the meal is ready or leaving the time free for resting; but agree a specific time to restart the session. Speak to those in charge of the service to ensure the situation does not happen again. Or agree a time to do this that suits everyone.
▶ The venue does not have the facilities expected. Affects the programming because some of the activities may not be able to take place as planned.The dynamic, workshop atmosphere and comfort of the participants may be affected. As a result, additional costs could be incurred by last minute contracting and purchasing of services or essential materials so the training to can take pla-ce.	Dedicate time and attention to securing a suitable venue, that has the facilities to suit your needs and that offers basic services for the wellbeing of the group. Visit the venue in advance: choose the venue after having visited it and checked that it meets the basic requirements. Make sure you have as much information as possible about the venue; for example, through pamphlets, photographs, maps, websites and speaking to others who have used the services. Have alternatives: have other suitable venues in mind, in case at the last moment the first choice cancels. In any event, it is worth having various venues that you can turn to. Draw up a contract. If you have chosen your venue, draw up a contract that clearly states the services offered and how the guests will be treated. Arrive early: try to arrive at the venue with sufficient time to check the facilities requested or, if they are not available, organise and look for alternatives.	Relax. Adapt to the circumstance with good humour and creativity. Look for alternatives: substitute or borrow technical equipment to replace what is not provided or is not working; hire facilities that the venue does not have; make the coffee if it is not offered between meals, etc. Insist on the quality of service agreed in the contract (if there was a contract) or that was offered when the service was confirmed through a verbal agreement. Remember that the workshop surroundings are also an important part of effective learning.

Situación indeseable	How to prevent it	How to manage the situation
▶ The participants continually go in and out of the conference room. It interrupts the dynamic of the workshop. Other participants are distracted. The trainer may lose concentration during a presentation and lose his or her train of thought.	Plan the working day effectively: plan the working sessions to be of moderate length and with enough breaks. Let people know the timetable: the general timetable and the one for each day, this way the participants can plan other things. Agree the rules of the game for behaviour. Plan time for participants to make telephone calls and take care of personal affairs. Show a good example.	Adhere to the timetable: be sure that the break times are adhered to. Remind people of the agreed rules of the game and discuss with the group how to deal with the situation. Find out the reason for the people going out so a solution can be found. Speak to the person involved. Be firm. If the situation requires it, speak sensitively to the person concerned and take a decision.
▶ Mobile telephones interrupt the workshop sessions. The dynamic of the workshop is disturbed. The noise annoys the group. Participants' attention is distracted. The trainer may lose concentration and so their train of thought for the presentation.	Decide on the rules of the game: From the start of the workshop and involving everyone, the time and place for receiving and making telephone calls should be decided on. As there may be exceptions, people should agree a procedure that does not interrupt the running of the workshop. Offer alternatives for receiving urgent calls. For example, consider the possibility of one of the support team receiving the calls outside the conference room. You could also choose some kind of a discreet bell that does not interrupt the session. Show by the team's good example.	Remind everyone about the rules regarding the use of telephones. Find out the reasons and then decide how to manage the situation. Implement the alternatives considered in the initial stage of the workshop. Be firm. If the situation demands it, speak to the person concerned with sensitivity and take a decision.

9.3.2. Interpersonal problems

Undesirable situation	How to prevent it	How to manage the situation
▶ Confusion regarding roles within the training team during the sessions. Creates uncertainty among participants and endangers the working identity of the team.	Define and assign roles: ensure from the start that the roles are well distributed and clarify the respective responsibilities and implications of each role. Ensure that everyone understands what their roles are for each session: create a schedule that details what each person is doing (see: The training team, The timetable, p 86). Agree warning mechanisms: prepare and	Decide on warning signs which when used will not be obvious to the participants. Feedback: make the most of daily team sessions to provide feedback on situations and to remind the team of their individual roles.

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Undesirable situation	How to prevent it	How to manage the situation
	agree with the team possible types of signals or mechanisms to warn and interrupt should a member of the team take on a different role. Plan daily feedback time and rules relating to this (See:The training team, Performance of the training team, p 84).	
▶ Imbalance in the training team in terms of workload, decision making and mutual support. If most of the tasks are being left in the hands of one person, it is possible that they will not manage to carry them all out and have them ready on time; therefore the resources and necessary facilities for running the sessions may not be ready at the appropriate time and place. The team dynamic itself may not be working as it should.	Decide on roles and tasks: write and agree a list with everyone's tasks and a schedule for the sessions; exchange that information in such a way that you can clarify the balance of responsibilities. Assign the tasks according to the abilities and skills of each member of the team. Build a team: allow time and tools for building and integrating the team spirit. Detect the friction that generates conflict: be alert and be sure to address them before they become a problem and affect the work of the team or become apparent to the participants.	Speak clearly: bring up the problem in the next team meeting or, if it is serious, find time to meet as soon as possible with those concerned. In this meeting, present the problem and look for the most objective solution possible. Call on the professionalism of the members of the team. Ask for help so the tasks are resolved in the time available. Delegate tasks when it is considered appropriate (see: Conceptual framework, Time management, p 27).
▶ The participants fail to work with a proposed tool. It may not be possible for the programme to be carried out as planned and the working day may overrun while the suitability of the tool is discussed. The trainer may get stressed.	Choose tools carefully and objectively bearing in mind the learning process. Rehearse how the tool should be used. Choose tools that you know well and that are directly related to the training theme. Explain the procedure from the start making sure everyone has understood it. Prepare alternatives: have several alternative tools to hand for dealing with a particular theme.	Present and explain the reason for this particular tool to fully understand the theme. Remain calm. Remember that the tool is there to aid the training and should not be defended to the point of exhaustion. Choose an alternative. Change this tool for another if the group agrees.
▶ The participants are passive. The participative activities are difficult because the participants hardly react to questions. It may sometimes seem hard work and boring.	Find out about the participants' interests through the pre-workshop survey. This means you can prepare the working days with greater accuracy. Prepare content and methodologies to suit the training levels of the participants; that way they will participate in same way they contribute and learn.	Adapt the content: consult the participants about the situation and focus on the theme which they really need. This way the participants feel that their desires are being taken into account. Change sessions; for example propose working in small groups to increase

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Undesirable situation	How to prevent it	How to manage the situation
	Prepare exchange activities: choosing to use suitable tools that encourage active and contextualised participation at different times during the workshop. Set aside time for questions and clarifications each day of the workshop. This way you avoid participants having doubts that accumulate. Agree rules of the game for participation that are shared by everyone.	confidence and the possibility of participation. Use tools and activities that encourage interaction. Be careful what activity you choose. Take care of surroundings: Be aware of the physical spaces. For example, ensure there is an appropriate distance between the trainer and the participants' chairs. If there is too large a gap, it distances the participants and they may not feel able to put forward an opinion. Find out the reasons for the passive behaviour; perhaps by means of dialogue you may find a means of securing their participation.
▶ The group appears tired. The overall dynamic of the workshop is affected. The trainers may become demotivated.	Compile the programme bearing in mind the profile of the participants, their needs and the context in which the workshop is implemented; (see: Conceptual framework, Creating a training workshop, p 34). Propose a flexible programme. Choose a comfortable place (see: Organising a training workshop, The venue, p 44). Remember that choosing good surroundings for the workshop is crucial for the wellbeing of the group. Programming the times in line with the context: bear in mind the implications of the cultural context, geographic characteristics and the circadian rhythm when deciding on the agenda (see: Conceptual base, Learning, p 13).	Propose activities to liven up the group and keep it alert. Keep your sense of humour. Intersperse the sessions with different activities and tools. Have spontaneous breaks. Set the working day and times in line with the context. Provide adequate services; for example, light meals so not too much energy is required to digestion. Organise extra-curricular activities allowing sufficient time for sleeping and rest.
▶ Continuous opposition from the group of participants towards the training team. It creates bad feeling in the team, the atmosphere can become charged and it generally affects the progress of the workshop; discussions could even become aggressive.	Consider the needs of the participants: remember that they are the departure point for all planning and from there identify the appropriate trainer, who contributes to the development and growth of everyone's skills and abilities.	Consider the reason for this behaviour: calmly analyse whether it is an interpersonal problem or one of a difference of opinion. Great objectivity is recommended and, if possible, analyse the situation with the participants in order to reach a satisfactory solution.

Undesirable situation	How to prevent it	How to manage the situation
	Provide the trainers with all the information possible: the needs analysis, training objectives and the professional and personal profiles of the participants so that their contribution can be more focussed. Ensure you know in advance what the trainer is going to work on in the workshop. This way you can channel fee-dback more effectively. Consider an alternative. Remain open-minded, flexible and objective, and ensure that the whole training team is aware that the participants can have different ideas, preferences and opinions from theirs. This deserves care and respect.	Provide time and space to resolve differences of a personal nature, if this is the reason for the opposition. Provide feedback to the group and look for a change in behaviour for the benefit of the training. Objectively change the methodology or the focus of the theme: according to what is convenient for the participants. Maintain a flexible attitude and change plans without putting the aim of the workshop at risk. Be firm. Establish very clearly the objective and context of the training and enthusiastically propose continuing the workshop or whatever decision is most appropriate.
▶ Low level of articulation among the participants that inhibits mutual learning. This may happen in large groups.	Agree rules of the game for behaviour. Obtain information about the participants prior the workshop to enable more realistic participation to take place. This will allow you to define the methodology and how you will create the working groups. Define a group size that facilitates preparation. Prepare a methodology in line with the profile and diversity of the participants. Choose tools that encourage integration. Select a suitable venue that allows the group to concentrate and to be close together. Break the ice from the start: for participant introductions use creative and dynamic tools.	Propose working in small groups. Vary the composition of the working groups. Use tools that promote integration. Promote informal space: organise informal activities if time and conditions allow, for example a small party. Show a good example through the positive integration of the training team.
▶ Aggressive behaviour of one participant towards another person in the workshop.	Agree rules of the game for behaviour and interaction between each other. Identify possible conflicts: analyse the list of participants and guests with the training team to identify possible friction; for	Neutralise the aggressive words: clearly establish what the exact reason for the opinion is. If this does not relate to the subject but to another person, that's the end of the conversation; take it no further.

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Undesirable situation	How to prevent it	How to manage the situation
Negatively affects the dynamic of the training. Attention is channelled into finding a solution to problems that may have origins outside of the workshop; for example, pre-existing personal or professional conflict. It affects the objectivity of the workshop.	example, that might arise because of the organisations they represent. Watch the participants' body language; this may give you the opportunity to detect potential conflict between people. Make the most of contact prior to the workshop. Avoid judging ideologies, values, beliefs and social classes. Prejudice can affect personalities and generate aggressive behaviour. Be an example. If the trainer treats everyone equally and in a friendly way, the participants may be able to control aggression towards colleagues and reduce their desire to use the workshop as a space for resolving conflicts.	Remain calm: do not respond to the aggressor with the same level of aggression or express your personal opinions. The problem is not about you. Talk to the parties involved to establish what the situation is, remind them of the wellbeing of the workshop and suggest a time to speak, for example, they could have lunch together. If you think it might help, offer assistance, but do not try to resolve a conflict that you are not fully aware of. Look for assistance within the group because the situation may compromise learning. Furthermore, pressure from the group may be more effective and decisive than your suggestions or the group may reinforce them. Feedback to the aggressor, letting them know the implications their activity is having on the workshop and on their own learning.

Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
▶ 1) The opposer: This is a participant who continually questions the trainers or other participants. They have doubts about the tools used and the results; they persistently interrupt and put forward other proposals. You can make the most of this situation because opposition can help to create a better understanding and force changes. The problem is that people may feel they are in an irrational disagreement that could result in personal aggression.	Advanced evaluation: Find out what the participants' interests and level of knowledge are in relation to the theme (see: Organising a training workshop, Template of a preliminary survey, p 64). Send the agenda with the invitation so that the participant knows what the workshop is about (see: Organising a training workshop, Example of a workshop agenda, p 55). Find out about people's expectations and fears from the beginning of the workshop so you can bear them in mind as the training progresses (see: Implementation the workshop, p 73).	Allow the person to say what he or she needs to say and pay attention; this makes the person feel that the group is listening, which will calm the person down. Favour the group as a whole. Do not show that you take any particular side in a discussion. Avoid and forbid hurtful comments. Remember that it is the ideas that are opposed not the people. Reply to their questions in the most objective way possible; try to clarify any doubts using your normal tone of voice. Show that you are prepared to take proposals seriously. However, do not fall in the trap of being directly contradictory; this will lead to an unnecessary upset or

Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
	Agree the rules of the game regarding behaviour from the beginning (See: Implementing the workshop, The workshop induction, p 71). Clearly explain the content of the workshop and its relation to the needs of the participants. Clearly justify the tools and make sure that the procedures for the various activities and exercises are clear and understandable. Treat participants the same, value each participant contribution. If you suspect that there is conflict between two people, meet with them before the workshop session and seek to reach an agreement for the good of the workshop. Try to get both parties to agree a proposal together. Integrate and diversify the working groups: ensure that participants with different types of behaviour mix.	discussion at a personal level between you and the person involved. Consider this person's contributions but without preference. On the one hand, these contributions may be fruitful to develop the theme; but on the other, if they become negative and even of a destructive nature, they can hold up and interrupt the process and as a result, cause the other participants to withdraw from participating. Share the situation with the group; invite the other participants to respond to the questions put forward by the 'opposer' and to make suggestions about how to manage the situation that caused that person to behave in this way. Use activities that promote group integration from the beginning of the workshop. Remember the rules of the game. Clearly explain the workshop content, its relation to the needs of the participants and highlight the positive results that might be achieved in terms of the objectives. Integrate and diversify the working groups: try to change the members of the working groups. Enter into dialogue with the opposer.
▸ 2) The know-it-all: This is a participant who wants to show his abilities to the group and to the trainers. Sometimes they are people who think they are superior to everyone else, they are dominant and appear arrogant; they isolate themselves from the rest of the group and are not receptive to contributions – they appear egocentric. They want to use the themes to benefit their own interests without thinking about the needs of the group.	Agree rules of the game; fix a time for individual contributions – their focus or direction should get straight to the point. Also, agree the procedure for contributions and mechanisms to control time. Avoid favouring particular participants. Show similar interest in all participants in the group. Value the contributions of all: recognise and incorporate the different ideas	Integrate the person into the group process and let them present. If possible, find a way of making good use of their qualities for the benefit of the workshop objectives. Look for assistance from the group to stop these individual episodes and speeches. Remember the agreed rules of the game; for example a time limit of no more than three minutes for each

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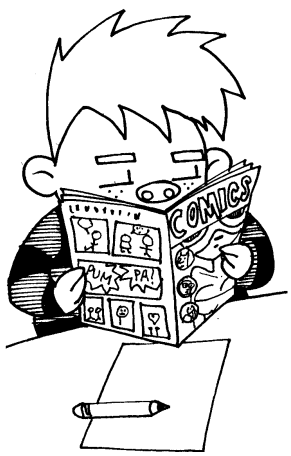
Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
 This participant is only interested in his or her own participation and insists on imposing their contributions and opinions, creating in other participants a sense of boredom or aggression towards that person or conformism or passivism, which results in equality and creativity being lost. With the attitude of a "know-it-all" there is the possibility the content of their responses is lost even though it might be interesting.	in the training sessions, for example when you summarise. Integrate and diversify the working groups. Watch participants' body language because this particular person may not regulate his or her gestures and facial expressions which tell you that you are not telling them anything new, mainly because that person already knows it all.	contribution (see: Implementation of the workshop; The workshop induction, p 71), this way you can avoid unproductive discussions. Remain calm but look for a balance between the benefits of a speech and managing time. Ensure you do not get involved in an exclusive conversation with this participant. You can turn around a person's comment to allow another person to speak. For example: "what you have said is very important and it is worth looking into it further, but what does Vincent think?" or "just a moment, Adam; Eve were you going to say something?" Rigidly ask for each participant's opinion in turn; or give preference to the opinion of the more timid members of that group and try to visualise all these ideas. Everyone likes to have their idea recognised; this will also avoid repetition. Use body language; maintain eye contact with the person and, through your gestures, help them to bring their speech to a close. Speak to the person concerned alone and calmly to discuss the difficulties that their behaviour is causing the participative dynamic, time management and reactions the other participants are having.
▸ 3. The indifferent participant: This participant shows apathy towards the workshop content and adopts a passive attitude; for example, they read the newspaper or interrupt the work sessions with frequent exits from the room, late arrivals or talking to their neighbour.	Advance evaluation: know what interests the participant about the theme and what their level of knowledge of the subject is (see: Organising a training workshop, Template of a preliminary survey, p 64). Be aware of expectations and fears: you can find out such information at the start of the workshop (see: Implementing the workshop, p 73) and have them to hand during the workshop. Agree rules of the game relating to active participation.	Draw them into the workshop; show interest in their experience, preferences and opinions and make them feel they are important members of the group. Involve them in the themes and, when they have results, recognise their contribution. Ask for their opinion regarding subjects you know they can contribute to. Ask questions that everyone should be able to respond to.

Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
	Use activities that promote integration from the introduction stage of the workshop. Treat all the participants equally. Try to place equal value on contributions participants make. Avoid favouritism. It will make everyone feel they have the same role. Explain the content of the workshop clearly and concisely and its relation to the needs of the participants. Make sure the presentations are being understood. Integrate and diversify the working groups; ensure that the participants are mixed between the different groups.	Remind people of the objectives and the rules previously agreed. Speak; speak to the 'indifferent participant' when he or she becomes too distracted. Find a time and space to speak to the person alone and find out the reasons for this behaviour. With this information the team may be able to find a solution. Provide some alternatives; as a last resort, make the person feel free to decide whether to remain at or leave the workshop. Sometimes, to motivate the dynamic of the rest of the group, it is better that the participant leaves with workshop because his or her behaviour devalues the process and de-motivates the others from participating. Often these people change when they are given the choice between leaving and staying and they realise they are not forced to attend; of course, you need to make this a genuine suggestion and not give the impression that the individual has no alternative but to leave the workshop.
▶ 4) The timid participant: These participants only speak if someone addresses them and often speak very softly. This is often because they are afraid of being thought badly of, knowing less than others or being inferior to others.	Propose working groups with small numbers of participants in which they can take greater participation. From the start of the workshop, use the activities that promote integration which break the ice and treat all participants equally. Know some of the qualities and characteristics of the participants. This will avoid proposing activities that are undesirable and inhibit participation. Find out about the personal characteristics of the participants from the start of the workshop. If the introduction session includes personal questions, it is possible at this point to identify the timid people and you can adjust the proposed work and development of the workshop. Treat everyone equally from the start of the workshop, so they feel at ease and may give their opinions.	Integrate these people into the dynamic of the workshop by forming suitable working groups so that these people have the opportunity to express their ideas. Often, timid people have interesting ideas and contributions for the workshop. Show an interest in their experiences and opinions. Ask them questions, but do not overwhelm them with complex and large sentences. Incorporate their contributions. You can instigate a change in the way the person participates if you bear in mind the contributions they may have made previously in the workshop. Use tools that promote the participation of all. This can give the timid person a little 'nudge' in the right direction. Use understandable terminology and ensure that you are being understood.

Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
5) The joker or comedian: This is a person who is accepted by the rest of the group and on the whole everyone likes.This kind of person makes jokes, but almost always respects standards in the group and the integrity of the other participants. Occasionally, a joke, wise crack or spontaneous and ingenious remark that is not offensive or hurtful adds to the workshop dynamic; everything, though, has its limits. Although a person with this behaviour does not necessarily interrupt the participative dynamic with jokes or comments, if there are a number of people like this there could be a proliferation of jokes between them, which could develop into an uncontrollable situation.	Be an example of how to behave. A spontaneous and authentic smile can gain the sympathy of the participants, but this should happen at appropriate times. Avoid times and commentaries in which the joker might go too far. Cultivate this behaviour with dignity: take the opportunity to break the ice in some situations, ask them to participate on different daily committees. Allow a limited amount of time for jokes, because what may be amusing for some people, for others may be simply annoying. Treat everyone equally. Sometimes, these people want to be taken more notice of and think that through their jokes they can achieve this.	Avoid having a number of 'jokers' in the same group. Diversify the composition of working groups because sometimes, 'jokers' find people in a certain group who encourage their tiresome jokes. It is better to separate them. Talk: talk to these people and ask them to moderate their behaviour; it is proba-ble that they will respond positively to your suggestions. Show by example and caution. Use this behaviour to motivate and keep the group in good humour. To achieve this, you need to find the necessary ba-lance between joking and being serious, so that the situation does not get out of control. Be firm. If you think it necessary, avoid encouraging jokes; and if they do happen, interrupt them before they do any harm to other people or before they jeopardise the training. Draw them into the workshop, give them responsibilities.This will make them feel responsible for the implementation of the workshop.
6) The clown: This is a person who wants to be liked by the rest of the group. To a certain extent this is a kind and likeable person who may often hide insecurity and complexes behind the façade of their behaviour. But, unlike the 'comedian', the 'clown' makes continuous jokes that can become excessive or turn into mockery that may attack and offend other participants' feelings; for example, about cultural or religious issues.	Try to identify this type of behaviour from the beginning of the workshop in order to prepare the mechanisms to help deal with this it. Be an example of serious behaviour; allow space for jokes at appropriates ti-mes. Avoid time and comments in which this kind of participant can go too far with their behaviour and may ridicule a member of the training team or another participant.	Be cautious: calmly analyse the situation. As long as the jokes are within an acceptable margin, and do not interrupt or hamper the process of the workshop, you do not need to take any action. Put a stop to this person's behaviour intervene so that the victims of the jokes do not alter their participation. Speak: Talk to this person about their behaviour, because often they themselves do not realise that they have gone too far with their comments.

Type of participant	How to be prepared for this type of behaviour	What to do when faced with this type of behaviour
	Agree the rules of the game relating to behaviour and the time for jokes and witty comments. Treat everyone equally. Sometimes these people want to be noticed and try to achieve this by any means; so make use of their ability to make people laugh or joke about others.	Remember the rules of the game whenever it is appropriate.

9.3.2. Financial problems

Undesirable situation	How to prevent it	How to manage the situation
▸ There are not sufficient resources to run some of the workshop activities. If the activity was planned at preparation stage, the programme may change and expectations may exist that cannot be met.	Spend strictly according to what is budgeted for and planned. Identify alternatives or a “plan B” that you can use in case of emergency. Budget well: When creating the budget include unplanned expenses that may be used for materials, unexpected participants and medical attention for a sick participant, etc. Define the expenses that the workshop will cover; clarify in the invitation and inauguration of the event what costs will be covered by the organisation. This should also be made clear to the administration of the venue.	Keep control of expenditure: find ways of avoiding abuse of funds. For example, hand out tokens or tickets so participants do not over-consume. Look for support from the participants; let them know about the situation so that they can also help find possible solutions. Make savings: avoid having expensive activities, find alternatives for a similar service but at a lower cost. Use “plan B”. Arrange credit: discuss with the hotel or other service provider the possibility of credit.This is only recommended when the funds are guaranteed and will cover the cost at a late date.

9.4. Problems after the workshop

9.4.1. Logistical and/or organisational problems

Undesirable situation	How to prevent it	How to manage the situation
▶ Damaged property. It leaves a bad impression with the administration at the venue and may incur additional expenditure to pay for the damage. An undesirable situation.	Equipment should only be used by members of the team who have the skills to use it. Explain clearly to everyone how to use equipment and provide any recommendations relating to the venue – with the help of member of the venue staff. Insist that everyone complies with the specifications and appropriate use of facilities. Take out insurance. Review the condition of equipment and facilities when they are handed over to you.	Repair the damage. Decide whether anyone should contribute towards the cost of repair. Identify the facts of the case; find out whether the damage came about because of the workshop or some other way, for example, through wear and tear of the equipment. Inform the insurance company, if you have one.
▶ The undertakings made for the follow-up are not carried through. It jeopardises the training process. The participants and organisations may lose faith in the organisers. There is no way of knowing the post-workshop applications, effects and impact of the training. It also gives the feeling that they just attended "another workshop", "a workshop just like any other".	Make the commitment binding; have the commitments written down, made public and dated. Build a programme with the participants for continuity making clear the: why? what for? how? when? with whom and for whom? where? and what do I need? and other questions that might be need resolving. It is worth allowing time at the end of the workshop for this exercise. Create measurable indicators for everyone.	Stay in contact; find out about and motivate the fulfilment of the commitments and show the consequences of not carrying them out in the final consolidation of the effects of the training (see: The training workshop, Designing the follow-up, p 39). Using alternative mechanisms for not losing contact. Nowadays, the internet makes these processes easier.

9.4.2. Financial problems

Undesirable situation	How to prevent it	How to manage the situation
▶ Participants do not pay their personal accounts. The image of the organisers is compromised. Distrust which may become a barrier to securing services in the future.	Make it clear what expenses are met by the workshop: advise in the invitation and in the other communications which costs are covered by the organisation of the workshop and which costs the participant is responsible for. Remind people of this during the workshop. Ask the administration of the venue not to give credit for personal expenses. Monitor personal expenses so you can act in time.	Inform and negotiate with the participant to find a solution. Send the bill to the organisation the participant belongs to, if you do not reach an agreement with that person. Leave the issue to be settled between the venue administration and the person who incurred the expenditure, because you had made things clear from the beginning.

Undesirable situation	How to prevent it	How to manage the situation
One of the organising sponsors does not fulfil their payment commitment. The coordinator has problems with the administration, because that is the contact they have. The coordinator may have difficulties in future.	Ensure effective commitments between representatives of the organisations and the venue administration. Remember your role is that of an intermediary. Avoid committing yourself if you are not sure about how serious the parties might be. Be sure to watch expenditure, so that the total spend does not exceed the budget (see: Financial problems during the workshop, p 98).	Help with the fulfilment of the commitment. As you have been a witness that the services have been received you can firmly request that the agreement is respected. Distance yourself from the problem and leave the two parties concerned to resolve the situation.

Dear trainer:

One of the strengths as a trainer is being able to stay calm; use your experience and skills to avoid and solve difficulties that may arise before, during and after the workshop. Good preparation and organisation help to anticipate potential problems, which lead to successful implementation; but each step requires care.

Tensions and stress can be avoided if, from the point of the invitation, the workshop objectives are realistic and clearly relate to the needs of the participants; also, if, as the training progresses, a positive and open atmosphere is created in which everyone feels free to participate and believes their contributions are valued and are contributing to the collective learning process. This way, each participant is affirmed as part of the process.

Keep in mind, however, that conflicts are a part of normal life. It is normal, therefore, that they arise in groups; whatever the situation, you should be aware of the particular group dynamic and everyone's attitudes; you should try to interpret people's reactions to verbal and non-verbal messages – make sure you get to know all the participants in the group well and in each situation, try to identify the appropriate course of action. The most important thing is that you do not take problems personally. Remember it is the ideas and not the people that are competing: at all costs, avoid a conflict becoming big.

There are no miraculous recipes or unique solutions and mechanisms to resolve the different problems that may arise. From your own unique style, the experience you accumulate will help you to anticipate many of the problems or discover them in time and find solutions. Also, remember that you are not alone; whenever it is necessary, turn to your training team and to the participant group, who will provide you with recommendations and suggestion for solving the problems.

"Plan B" can be an alternative for avoiding or alleviating difficulties that may arise throughout the course of the training.

Get on good terms with the participants through spontaneity and making the most of your sense of humour which can accompany your enjoyable and interesting presentation; these can help you keep some control over the difficult participants and gain the support of the rest of the group.

Each workshop that you embark upon will be a new experience for you, which will add to the quantity and quality of your own tools for resolving difficult circumstances. But remember, 'prevention is better than cure'. Every workshop achieves more if you keep your sense of humour; good humour and shared smiles also favour learning and, in turn, the achievement of the objectives.

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