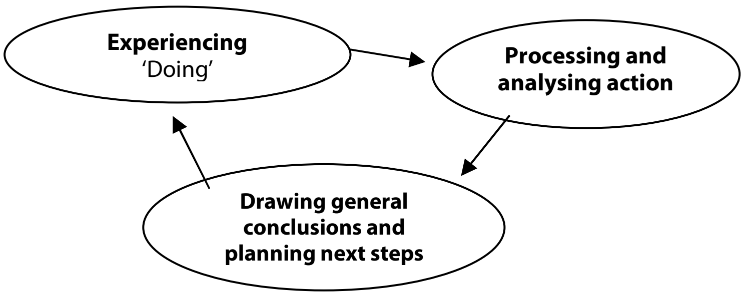
Facilitation notes

Facilitation note 3: Adult learning

The aim of training is to facilitate change – either in behaviours, skills or attitudes. Often participants in training programmes either do not or are not capable of applying the learning objectives in their day to day work, and this is often due to flawed training design.

This training programme is adjusted to fit the adult learning cycle, which is the model of how adults learn naturally in their day to day lives. It is based on the assumption that adults want to learn, and that they learn best through experience, rather than through traditional classroom based teaching methods which start with theory.



This training therefore uses active learning strategies, such as problem-solving methods that require the active participation of learners. It is also based on the understanding that learners already possess the resources for learning based on their knowledge and experience.

Successful training results are achieved through a combination of factors – a sound programme design, attuned facilitation, and committed participation. While the trainer facilitates the learning process by simulating natural learning conditions and by creating a safe space for sharing and exploring knowledge and experiences, the learner's responsibility is for his/her own learning by arriving prepared, by participating actively in the programme, and by applying new knowledge after the programme has finished.

Facilitation note 4: Learning retention

Studies show that over a period of three days, learners retained

- 10% of what they read;
- 20% of what they heard;
- 30% of what they saw;
- 50% of what they saw and heard;
- 70% of what they said;
- 90% of what they said as they actively applied the information by, for example, verbally working through a problem .[1]

[1] Pike, R. W. (1989). *Creative training techniques handbook: Tips, techniques, and how-to's for delivering effective training*. Minneapolis, MN: Lakewood Books.

Facilitation note 5: Training needs analysis

Knowing the participants ahead of time will help you to tailor the programme to their needs, for example by dropping certain modules, or by spending more time on relevant modules and activities, by focusing on certain materials, or by having participants make certain preparations in advance of the training. Preliminary contact with participants will also demonstrate to them that their concerns are taken seriously (as long as they are acted upon!) and can help to build rapport faster once the training gets started.

Some of the information about the participants that you may find useful to know include:

- Professional background – Why are they taking the course? In what way do they relate to monitoring and/or corruption in their work? Do they face specific challenges in relation to corruption assessment?
- Level of knowledge about assessment processes in general, the technical aspects of indicators, corruption
- Interests and objectives – Are there particular sectors or measurement approaches they would like to focus on?
- Overall – Are participants from the same country or institution? Do they know each other? Are they working on projects? Or are they from very mixed contexts? (This could have implications, e.g. for ice-breaking and the length of group discussions)
- Country context – (Where participants are from one country/region) What are principle monitoring activities in the area of corruption? What is the status of UNCAC ratification/ implementation review? Which actors are involved in monitoring? Does civil society play a role in monitoring corruption?
- Previous experiences of training

You can gather this information in a number of ways:

- Sending a **brief** questionnaire by email
- Short phone discussions
- Discussing with informed individuals

Facilitation note 6: Getting feedback during the programme

The trainer may find it helpful to get feedback on the programme at the end of each day, to allow for making adjustments to the programme. It is important that the trainer monitor learning processes and make sure that participants are being engaged. A useful way to get this feedback is to involve the participants themselves.

The eyes and ears technique
Each morning, ask for two volunteers to be the “eyes” and “ears” of the participants. Their job will be to gather feedback on issues and activities throughout the day by talking to their peers and observing. After the programme has ended for the day, they are responsible for attending a brief facilitation meeting with the trainer to report feedback and to discuss potential adjustments to the programme for the next day. Holding the meeting at the end of the day avoids involving “too many cooks” as well as fatigue from participants who may be running low on patience.

The parking lot

The parking lot is a space (e.g. flipchart, whiteboard, paper) where participants can post questions, comments and feedback that cannot be addressed during the training modules. These can be taken up at the end of the day by the facilitator, or answered in the course of the next day. This approach has the potential to backfire if participants feel that their questions are not being addressed, so the trainer shouldn't make this suggestion unless there is a realistic chance that at least some of the questions can be addressed.

Facilitation tip 7: Using small groups

There are a number of advantages of working in small groups. Small groups are the main format used in active learning because they are ideal for problem-solving, experience sharing and learning from peers.

They provide a safe environment where participants can practice new skills, test out new ideas, and give and receive feedback. In addition, some individuals may feel more comfortable speaking in small groups than in plenary, so using small groups also ensures that everybody talks!

Depending on the specific task, the ideal numbers for small groups will vary. In a group that is too large, not everyone will engage, while a group that is too small will bring together fewer perspectives and is likely to generate less creative exchange. Ideal numbers are anywhere from 4 to 8 people.

Getting groups to work together effectively may require some facilitation. This can be the decision by the group to assign a note-taker or time-keeper. It can also mean instituting rules (normally by the trainer), for example, that require each participant to contribute to the discussion, or that limit everyone's time to talk, as a means of managing reticent and dominant personalities.

In the course this workshop, small groups make and break with great frequency. The trainer should consider when it is best to keep the same groups together (e.g. for the continuity of an exercise) or to mix them up to stimulate new exchanges. Additional considerations when dividing participants into groups include balancing gender, rank, age, experience, nationality or profession etc. There are many ways of dividing groups which may be suitable at different times. Here are a few possibilities:

Participant's preference

- **Letting participants choose** which group they want to join, for example when each group has a different assignment focus. In this case the trainer's job is to structure the choice of group by focus areas that are of interest to participants. If a group is oversubscribed, split it. If a group is undersubscribed, it probably isn't a popular topic!

Random seating

- For example, by **numbering** participants. Here the trainer would count out participants according to the number of desired groups, assigning each one a number/letter: "1-2-3-4" or "A-B-C-D". Make sure to specify where each group should convene.
- For fun, you can even organize participants on the basis of what **colour** they are wearing. Be creative!

Ordered seating

- Participants are seated by **table cards** listing the names in each group. Ideally these should provide a new mix of participants who have not yet worked together. This requires advance preparation.
- Setting **criteria**, for example: groups should include participants from different/the same countries/institutions/municipalities, or that groups should be gender balanced.

Facilitation note 8: Brainstorming

Brainstorming is a technique used in groups to generate a large number of ideas on a given problem or topic. Creativity can be stifled when the brainstorming process is cut short, and individuals can become inhibited in groups when their ideas are rejected or seen as being off topic.

Here are a few recommended tips for brainstorming effectively:

- start by clearly defining the problem or question
- focus on quantify, generating as many ideas as possible
- encourage people to develop their ideas
- welcome unusual ideas
- withhold judgment and criticism - asking for clarification is ok, but not passing judgement
- combine ideas to create new ones

Facilitation note 9: Assessing impact and promoting continuous learning

Comparing the baseline information obtained through the training needs analysis with the post-training self-assessment by participants (in the evaluation forms), together with the trainer's observations, provides an insight into what participants have learned. However, this information only tells us the extent to which participants are able to execute the intended objectives *within a classroom setting*. It does not tell us whether the training programme is achieving its intended goal of helping participants to provide advice to stakeholders undertaking corruption assessment in their home countries, and whether this, in turn, is enabling countries to make informed and inclusive decisions about assessment processes that are suited to their needs.

To find this information out, it is necessary for the trainer to follow up with participants several weeks to several months after the training, in order to assess to what extent new knowledge and skills are being applied at work. Consider asking participants:

- whether and how they have applied knowledge or skills gained during the programme
- whether they have carried out the "next steps" they personally committed to at the end of the programme [Module 14, Activity 1], and if not, why not
- new questions and learning needs they have become aware of and would like to address

Feedback can be collected

- By phone
- Face-to-face meetings with participants
- Discussions with employers who may have had a specific purpose for commissioning training
- Brief questionnaires sent by email (preferably not by mail, given the lower response rates. Postage-paid envelopes are necessary)

The feedback can also be used to promote continued learning, for example by planning follow up activities, *as requested* by participants. Follow up learning activities could include:

- An experience sharing or problem solving module
- An email group to promote peer assistance and experience sharing
- A coaching module on the Governance Assessment Portal (GAP), where participants can access a vast range of resources and can join a global discussion group of practitioners

Trainers are encouraged to contact the Global Programme on Democratic Governance Assessments for advice and to share feedback.