INTERNATIONAL FINANCE CORPORATION
WORLD BANK GROUP

EFFECTIVE POLICY ADVOCACY

- PRACTICAL MANUAL FOR TRAINER -

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CONTENT

A. INTRODUCTION TO THE TRAINING MANUAL

1. Aims and scope

Background
Business membership organizations (BMOs) in developing countries can be an important catalyst for the promotion of small and medium enterprises (SMEs). BMOs can promote SME growth through facilitation or direct provision of demand-driven services and through policy advocacy aimed at creating a better business environment.

In the pursuit of fulfilling this role successfully, it is important that a BMO is representing its constituency. To be effective, policy advocacy needs to be evidence based, and the views of the organisation must come across to the audience. Only then can the organization expect to maximize its influence on policies that matter for enterprises.

Representing the enterprise sector, BMOs play a unique role in policy advocacy, i.e. making the voice of business heard. This is because

- It is much more efficient and cost effective for the Government to deal with one representative of the enterprise sector, rather than spending time listening to the views and needs of a multitude of enterprises

- BMOs reflect an important if not dominant share of the enterprise sector

- BMOs have a finger on the pulse of the private sector because of the close daily contact with enterprises

For many BMOs, effective policy advocacy remains a daunting task. In general, the main challenge for any BMO is to gather the sometimes-disparate views of members into one single voice or message. This message should articulate the costs and benefits of particular policies. This in turn requires a certain amount of analytical work to lend credibility to the advocated issue. Organizing this way increases the likelihood that the government will adopt a specific policy, implement a certain reform measure or enforce an existing rule/policy.

2. Objective

The present training manual has been developed to improve BMOs ability to engage in policy advocacy. This includes handling the building blocks that are needed develop and sustain an effective policy advocacy. The manual can be used as a guide or source document providing theoretical and practical knowledge on how to develop and implement strategic and operational initiatives with respect to policy advocacy. It provides the structure and content of a 1-day training course providing trainer instructions, materials and background readings for its preparation. The manual can also serve as a handbook for those who want to get a clearer and complete idea on the basics of development and implementation of an advocacy campaign.

3. Target group

The training manual addresses trainers and resource persons who are or could potentially be engaged in policy advocacy. The target group of these trainings consist of the permanent staff of the secretariats of BMOs including business associations or chambers of commerce and industry.

4. Training approach

The training manual is based on a training approach combining lectures, good practice examples, and discussions between trainer and participants. A balanced mix of these elements aims at facilitating understanding of policy advocacy through listening, experience sharing and reviewing case studies. The effectiveness of the training rests on the assumption of participants actively contributing to the program based on their own background and experience. Likewise, trainers are encouraged to add further case studies from their own experience.

5. Structure: How to use the manual

The manual covers a 1-day programme and is subdivided into 4 sessions. The first session introduces the concept of policy advocacy, its different dimensions, and discusses the importance of undertaking advocacy. This session sets the stage for the subsequent sessions. The second session deals with information collection for undertaking analysis of issues and polices, and assessing potential impacts on members and mapping important stakeholders for the BMO. The third session covers internal organisation and the importance of designing advocacy strategies that are in accord with the views of members. The final session is concerned with the importance of using different channels for delivering the right message to the right audience, as well as a brief introduction to negotiation techniques that can be used when interacting with policy makers.

- **Summary sheet:**
  The 1-page summary sheet gives information on the time needed, defines the learning objectives and finally includes a brief overview on the basic content of the session and the methods to be applied.

- **Trainer instructions:**
  These instructions are the screenplay of each session and give the trainer detailed information on each step of moderating and organizing the course. This information is complemented by a time frame for each step and the material or background reading to be used.

The trainer manual is complemented by the following material being made available as separate files:

- ***1. Background reading***:
  This material is written for the trainers in order to facilitate their preparation before the workshop. It gives theoretical and practical information on the most important topics covered by the different sessions.

- ***2. Presentation***:
  This file includes the charts to be presented during each session in order to visualize the most important points. The CD-Rom enclosed has also these charts in case the trainer wants to present them with a computer and projector. The other option is to prepare transparencies using the charts included.

- ***3. Handouts***:
  Apart from the presentation, this file includes additional handouts and templates for participants presented and used during the course.

6. Organizing the training course

Number of participants:
The maximum number of participants for the course presented is 15. The minimum number is nine. With more or less participants, it will be impossible to realize the interactive parts of the course, especially the work groups.

Appropriate timing:
The manual includes a training calendar before the individual sessions are presented. The calendar reflects the following considerations:

- The attention span of participants seldom exceeds 45 minutes.
- The monotony of lectures should be interrupted with visual material, questions, contributions of participants, group work etc.
- Trainers should stick to the timing presented.

Preparing the training site:
When selecting and preparing the training room, trainers should keep the following points in mind:

- Can everyone see and hear the resource person?
- Is there sufficient space for interaction and group work?
- Are presentation aids available? Such as OHP, flipcharts, etc.

Annex 1 of the manual includes background information on basics of adult learning and interactive training methods as well as a checklist for organizing the training and preparing the training site.

B. Training Calendar

Session	Topic	Duration	Proposed time
Introduction	*Presenting the program and introducing participants*	15 min	09.00 – 9.15 h
Session 1: Introduction to Policy Advocacy	- *What is Policy Advocacy?* - *Why is Policy Advocacy Important*	45 min	9.15 – 10.00 h
Session 2: Understanding the Issue and the Stakeholder Environment	*Collecting Information* *- Primary information* *- Secondary information* *- Sources of information*	30 min	10.00 – 10.30 h
	coffee break		***10.30 – 10.45 h***
Session 2: Understanding the Issue and the Stakeholder Environment	*Assessing Impacts on Members* *- Defining the issue* *- Is Government action or inaction justified?* *- Do benefits measure up to costs?*	30 min	10.45 – 11.15 h
	Assessing Impacts on Members *- Case study: Impact of Avian Flu on Vietnam's Economy* *- Case study: Increasing the Minimum Wage in Uganda*	45 min	11.15 – 12.00 h
	lunch break		***12.00 – 13.00 h***
Session 2: Understanding the Issue and the Stakeholder Environment	*Analysing Stakeholders* *- The Stakeholder Map*	30 min	13.00 – 13.30 h
Session 3: Organising Internally	*The Advocacy Committee* *- Case study: Servicing the Advocacy Committee in DI*	15 min	13.30 – 13.45 h
	Soliciting the Views of Members *- Survey techniques* *- Strengths and weaknesses of different techniques*	15 min	13.45 – 14.00 h
	coffee break		***14.00 – 14.15 h***
Session 3: Organising Internally	*Outlining the Advocacy Strategy*	60 min	14.15 – 15.15 h
Session 4: Reaching the Audience	*Defining / Tailoring the Message* *- Primary and secondary audiences* *- The AIDA Model*	30 min	15.15 – 15.45 h
	Implementing the Advocacy Strategy *- Media Releases*	45 min	15.45 – 16.30 h
Session 4: Reaching the Audience	*Case: DI's Globalisation Campaign*	45 min	16.30 – 17.15 h

C. Training Sessions

1. Introduction: Presenting the program and introducing participants

Time: 15 minutes (9.00 – 9.15 h)

Learning objectives: After the introduction, participants have the following knowledge:

- overview on the 1-day training course, including time schedule of individual sessions and breaks
- have a broad sense of what the course sets out to achieve

Overview: The introductory session starts with a short introduction of the trainer and the participants.

Participants should, as a part of their presentation, briefly state how (if) advocacy is part of their area of responsibility in the organisation(s).

Trainer instructions for introduction

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
5 min	**1. Welcome remark and presentation of programme** - Open the training programme with introductory remarks. Welcome everyone also on behalf of local host. - Present policy advocacy and explain that the 1-day course will look specifically at four areas - Present workshop programme giving also details on the schedule of the individual sessions and breaks.	Exhibit in Handout 1 Training calendar on overhead
5 min	**2. Introduction of participants** - Ask participants to fill out 3 cardboard cards giving the following information: 1. Name 2. Position/organization 3. What are your expectations regarding the workshop? - Explain briefly how to write on cardboard cards - Write legibly - Use only keywords - Maximum of 3 lines on 1 card - As soon as all participants have finished writing, ask each of them to pin their cardboard cards under the respective headings on the brown paper prepared by you and to introduce him-/her briefly. **Warning**: Strictly supervise the time reserved for this introductory exercise. Some participants might have the tendency to give very detailed answers. Ask them to stick to the cards giving brief statements.	prepare brown paper with headings for intro-duction of participants
5 min	**3. Introduction of trainer** - Introduce yourself as trainer by giving brief informa-tion on your relevant professional background and your experience as trainer	

2. Session 1: Introduction to Policy Advocacy

Time:

- Session 1 - I: 9.15- 9.30 h
- Session 1 - II: 9.30 – 10.00 h

Session 1 - I

Learning objectives:

After this session participants will

- Have an overview and understanding of what policy advocacy is and what it is not.
- Have an overview of the most important building blocks needed to develop a successful policy advocacy strategy and implement it accordingly.

Overview:

By defining and discussing key dimensions and topics related to influencing and supporting public policies, this session will set the stage for the subsequent more focused interventions and sessions.

Session 1 - II

Learning objectives:

After this session participants will

- Have gained an understanding of why it is important for BMOs to engage in evidence based and proactive policy advocacy
- Have an understanding of how policy advocacy creates value for members and the BMO itself

Overview:

Successful policy advocacy is based on sound and current analysis. By actively engaging in evidence based policy advocacy, a BMO can gain a reputation as a valuable and trustworthy actor in the policy-making arena.

A BMO should proactively pursue specific policies and regulations and more broad areas that are of particular interest to members, thereby creating value for its members. Additionally, there is also ample potential for the BMO to harness its efforts and initiatives to strengthen itself in the process.

TRAINER INSTRUCTIONS FOR SESSION 1 I & II

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
15 min	**1. What is Policy Advocacy?** - Explain the concept of policy advocacy, and what it relates to in terms of legislation and issues. - Then explain the different building blocks of policy advocacy. Draw attention to the "asterix" diagram in Handout 1, figure 1 in Background Reading 1. - Explain what Policy Advocacy is not, by giving examples of possible situations. - List and discuss the challenges that BMOs typically face when they engage or contemplate engaging in policy advocacy. What is the experience in the participating BMOs?	Background Reading no. 1 Handout no. 1
15 min	**2. Scoring the participating BMO** - Introduce the figure in Handout 2 and the scoring table in Handout 3. - Then introduce the different subject lines in the assessment or scoring table in Handout 3. Make sure to underline that we will get back to these issues over the next couple of days. - Ask participants to score the BMO they represent along the different lines. This can either be done in break out groups, and the be presented by a raporteur from each group, or it can be done in an open dialogue between the trainer and participants.	Background Reading no. 1 Handout no. 2 & 3
15 min	**3. Why is policy advocacy important?** - Start by explaining that professional policy advocacy adds value, and that it is more than just 'lobbying'. - Explain how policy advocacy can be important to different players in the environment of the BMO, especially to policy makers, civil servants, and the media. - End this session by explaining how by explaining how a BMO can be strengthened through qua its engagement in policy advocacy. Use the diagram in Handout no. 4 to make this point.	Background Reading no. 2 Handout no. 4

3. Session 2: Understanding the Issues and the Stakeholder Environment

Time:

- Session 2 - I: 10.00 - 10.30 h
- Session 2 - II: 10.45 - 12.00 h
- Session 2 - III: 13.00 - 13.30 h

Session 2 - I

Learning objectives:

After this session participants will

- Have an understanding of the need to collect information and maintain a current database on key issues
- Have an understanding of the main sources of information that can be tapped into

Overview:

Collecting information to understand the issue at hand is critical in allowing the organisation to speak and act with authority. Information gathering must address and uncover key dimensions and elements such as

- historical background,
- magnitude,
- technical aspects, and
- political dynamics.

Sources of information can be primary and secondary. A number of techniques and sources that can be used for establishing a baseline and collecting facts will be introduced in some detail, and the virtues and disadvantages discussed.

Session 2 - II

Learning objectives:

After this session participants will

- Have gained an understanding of the notion and nature of Regulatory Impact Assessments and how it can be used to solidify dialogue with the public sector
- Be able to differentiate between and apply various techniques to carry out Regulatory Impact Assessments based upon their relative strengths and weaknesses

Overview:

A Regulatory Impact Assessment is an analysis of the likely benefits and costs associated with the introduction of a new policy or regulatory proposal. Examples of key questions that will be addressed include: When is Government action or inaction justified? How should the Government intervene (regulation, taxes, subsidies, service provision)? Do the expected benefits of intervention/regulation justify the true costs, i.e. including those likely to be incurred by members?

Session 2 - III

Learning objectives:

After this session participants will

- Have developed an understanding of the tools and techniques that can be used to map stakeholders
- Have a general understanding how different types of stakeholders could be handled to further the cause of the BMO or the advocated policy

Overview:

All entities, institutions, organizations, groups and firms that are introducing, regulating or affected /impacted by a proposed regulation or policy constitute what is termed 'stakeholders'. Understanding the positions and motivations of key stakeholders on a given issue is critical when defining the position of the BMO and tailoring the advocacy strategy.

Tools and methods that can help map the positions and likely impacts on stakeholders are introduced to help the organization structure its thinking about the issues in a wider context.

Stakeholders are further compartmentalised according to whether they are likely to be impacted by the issue or whether they are in a position to affect the proposed regulation, policy or issue.

TRAINER INSTRUCTIONS FOR SESSION 2

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
30 min	**2 - I Collecting information** - Start by underling that information is the basis on which the rest of the advocacy initiatives rest - Introduce the two types of information: Primary information Secondary information - List the different sources of information that can used when preparing to do the analysis of issues and policies that will feed into the advocacy process. issues and policies need - Discuss the differences between the survey techniques that can be used for collecting qualitative and quantitative data primary data. Use the table in Handout no. 5 to do this. - Underline the importance of storing data and information in an accessible and secure manner, emphasising the importance of building the collective memory of the organisation rather than that of the individual member of staff.	Background Reading no. 3 Handout no. 5
15 min	**2 - II Assessing Impacts on Members** - Introduce the concept of an impact assessment. Explain that assessments of impact can be both for policies that are in place, policy proposals, more vigorous implementation of existing rules and regulation, as well as exogenous shocks to the economy or a business sector. - Make it clear that an impact assessment can serve several goals: (i) a process that helps structure thinking about an issue; (ii) a way to assess options; (iii) determine if benefits justify costs; (iv) gauge impact across sectors. - Explain that some of the leads for the impact assessment may be clear form the information / data collection process. - Go through the elements of an impact assessment: (i) Defining / Understanding the issue; (ii) Is government / public action justified? (iii) In case it is, what would then be the best type of intervention? (iv) Do benefits justify the costs? - Explain the importance of quantifying impacts, and the importance of using quantitative analysis. - Underline the importance of assigning a monetary value to impacts, and present different techniques for doing this.	Background Reading no. 4 Handout no. 6

30 min	**2 - II Case study: Impact of Avian Flu on Vietnam's Economy** - Introduce the case about the economic impact of avian influenza in Vietnam. Briefly remind participants of the context in which the impact was done. Clarify that it does not alter the qualitative nature of the assessment that it was done by the World Bank rather than a BMO. Remind participants that in many European countries all legislation goes through an impact assessment before it is enacted. - Divide participants into groups and ask them to read and discuss the case. - Each group should choose one person to moderate discussions. Each group is required to study the case carefully for around 10 minutes and then spend approximately 15 minutes on discussing the issues presented at the end of the case in Handout 6. - Each group should then very briefly present a rough outline of discussions and the answers the questions raised. - The individual group's presentations to all participants should be rounded off with a short summing up.	Background Reading no. 4 Handout no. 7
30 min	**2 - II Case study: Increasing the Minimum Wage in Uganda** - Introduce the case about the minimum wage increase in Uganda - Divide participants into groups and ask them to read and discuss the case. - Each group should choose one person to moderate discussions. Each group is required to study the case carefully for around 10 minutes and then spend a few moments discussing the issues presented at the end of the case in Handout 6. - Each group should then very briefly present a rough outline of discussions and the answers the questions raised. - The session should be rounded off with a short summing up.	
30 min	**2 - III Analysing Stakeholders** - Start by defining the notion of 'stakeholders'. - Then focus on the analysis of these. Introduce the two main types of stakeholders: (i) those affected by a policy or an issue, and (ii) those that are in a position to do something about it. - Go through the issues and questions, which should be addressed as part of the stakeholder analysis. - Introduce the stakeholder map in Handout 7. Explain that even though the rankings entered in the	Background Reading no. 5 Handout no. 8

	'Stakeholder Map' can only be arbitrary, care should be taken to find values that reflect the best estimates and experience of staff. - The table can provide some overview of the environment in which the BMO is navigating.	

4. Session 3: Organising Internally

Time:

- Session 3 - I: 13.30 - 13.45 h
- Session 3 - II: 13.45 - 14.00 h
- Session 3 - III: 14.15 - 15.15 h

Session 3 - I

Learning objectives:

After this session participants will

- Have developed an understanding of the relative merits of establishing a policy advocacy committee
- Have a good understanding of how committees should be serviced by the secretariat of the BMO to function optimally

Overview:

Ad hoc or permanent Advocacy Committees can serve to coordinate views on specific policy issues. These committees further serve to secure that members and the BMO secretariat are on the same page, and that the issues advocated are in sync with members' views and preferences.

One of the most important roles of an Advocacy Committee is to guide the policy advocacy activities. Structured and timely interaction between the Advocacy Committee and the Secretariat of the BMO is key to developing consistent positions on policy issues.

Session 3 - II

Learning objectives:

After this session participants will

- Have an overview of the different techniques that are typically employed when seeking the views of members
- Have an understanding of the importance of keeping members informed about results
- Have an understanding of how and when different quantitative and qualitative techniques can be used

Overview:

Soliciting views of members is not an easy task. A mail out approach is unlikely to be successful. Running a business is tough and most are unlikely to have the time to respond.

Different qualitative and quantitative survey techniques will be explored including complementarities between the different approaches.

Keeping members informed about attained results is important for the legitimacy of the BMO, and thus for justifying membership fees.

Session 3 - III

Learning objectives:

After this session participants will

- Have an understanding of the main considerations that go into the formulation of an advocacy strategy
- Have an understanding of the pitfalls they are likely to encounter in the different stages of strategy formulation
- Have an appreciation of the need for clarity and precision in defining goals

Overview:

In laying out the advocacy strategy, the BMO must make several strategic and operational decisions. First, there needs to be agreement about the end goal, i.e. the desired outcome of the strategy. Vague or ill-defined goals leave scope for interpretations, which may subsequently lead to disagreement about whether goals have been met or not. Goals must be SMART (Specific, Measurable, Achievable, Realistic, and Time bound)

TRAINER INSTRUCTIONS FOR SESSION 3

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
15 min	**3 - I The Advocacy Committee** - Explain why it may be a good idea to set up an advocacy committee. - Describe the ideal structure of the committee in terms of membership, i.e. the importance of securing a representative selection of members across industries and size of enterprises. - Spend some time underlining the importance of having committee members and a chairperson that are truly committed to the cause and strategic goals of the organisation. - An advocacy committee should be on par with other committees in the BMO. This means that resources and staff should be allocated to allow it to function efficiently. - Ability to work with public officials and policy makers and the media should be a characteristic of the chairperson of the committee. - Introduce the case study of the Advocacy Committee in DI. - Have participants read the case and discuss the issues / questions that are raised in Handout 8. - Round off this part of the session by drawing attention to the advantages of being pro-active rather than reactionary when dealing with policies, and the implications this has for the meeting frequency of the committee and for having staff that are dedicated and assigned to servicing the committee.	Background Reading no. 6 Handout no. 9
15 min	**3 - II Soliciting the Views of Members** - This is a crucial component of policy advocacy. This may be self evident, but it should nonetheless be underlined. - Introduce the different techniques that can be used to gauge the views of members. Attention should be drawn to the table in Handout no. 4, which present different types of qualitative and quantitative survey techniques. - Use the table in Handout no. 9 to discuss the relative strengths and weaknesses of qualitative and quantitative methods.	Background Reading no. 7 Handout no. 5 & 10
45 min	**3 - III Outlining the Advocacy Strategy** - Explain that the training course is now entering a phase where the contours of actual advocacy begin	Background Reading no. 8 Handout no. 12

	to firm up. This stage is based on all the previous building blocks. - Introduce the concept of SMART when setting priorities for policy advocacy initiatives. Also underline that this is an ideal situation to strive for, and that in practice it may be difficult to attain. - Explain the need to carefully consider the target audience for the strategy. Introduce the concept of two or more audiences at a time: (i) the primary audience consisting of individuals with authority to make policy decisions; and (ii) individuals who can influence the attitudes of the primary audience. - Explain that outlining the strategy for an advocacy campaign is closely linked to the analysis of stakeholders and to the tailoring of the message, which is the topic of the next session.	
15 min	**3 - III Case study: Prioritizing Advocacy Objectives** - Briefly introduce the case of ZACCI (Zambian Chamber of Commerce and Industry). - Divide participants into groups and have them spend some time on the issues for discussion in Handout 13, which requires them to apply the concept of SMART. - After about 10 minutes, the groups should be asked to report back, and present a resume of their discussions.	Handouts no. 12 & 13

5. Session 4: Reaching the Audience

Time:

- Session 4 - I: 15.15 - 15.45 h
- Session 4 - II: 15.45 - 16.30 h
- Session 4 - II: 16.30 - 17.15 h

Session 4 - I

Learning objectives: After this session participants will

- Have gained an understanding of why it is necessary to define/tailor the message depending on the audience
- Have gained an understanding of when and how various approaches to different issues could be employed

Overview: A message tells the target audience what they are being asked to do, why it is worth doing and the positive impact of such action. Sometimes there will be limited time to get the message across, other times the same core message must be repeated almost indefinitely before a breakthrough is reached. A successful strategy entails communicating effectively with many different audiences at a time.

Session 4 - II

Learning objectives: After this session participants will have

- An overview and understanding of how different tools, e.g. position papers, meetings, campaigns, and techniques, e.g. one-to-one meetings, media work etc., can be used depending on the issue and context
- A basic understanding based upon exercises of how to: write effective press releases, write different types of policy and position papers, mobilize grass root advocates and build coalitions

Overview: An advocacy strategy is implemented using a set of tools that are implemented according to a specific timetable to influence a given regulation or policy. Campaigns typically involve written and verbal approaches simultaneously. These would include: Policy papers, press releases, issue briefs for the written part and policy workshops and personal meetings or events for the verbal part.

TRAINER INSTRUCTIONS FOR SESSION 4

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
30 min	**4 - I Defining / Tailoring the Message** - Introduce the concepts of primary and secondary audiences, linking back to the session on stakeholder analysis. - Explain that effective communication entails (i) winning the support of the undecided; (ii) turning some around; and (iii) strengthening commitment of supporters. - Underline that the content of the message depends on the audience, and emphasise that different styles of communication may be needed for different audiences. - Introduce the AIDA model, and explain each component of the model. This is a classical sales model, which can also be used to structure communications.	Background Reading no. 9 Handout no.14
15 min	**4 - II Implementing the Advocacy Strategy** - Start this session by reminding participants that the policy advocacy strategy and its content has now been established and defined. Now the task is to convey the message. This can be done through many different channels in many different formats, which can be used to supplement each other. - Getting the message across is crucial. Introduce position papers, media releases, newsletters, policy workshops, and bilateral meetings. - Ahead of the commencement of the training course, participants should be asked to bring media releases and policy papers from their own BMO. These releases and papers can then be discussed along the themes developed in Background Reading no. 10.	Background Reading no. 10 Handout no. 14, 15 & 16
45 min	**4 - II Case study: DI's Globalisation Campaign** - Use this case to pull all the pieces together. - Underline that many resources and energy have gone into preparing this campaign. The analytical foundations are very solid, and the main messages have been pitched with extensive reliance on stakeholder analysis and inputs form members. - Discuss the lessons learned as part of the presentation of the strategy.	Handout no. 19

6. Closing session

TRAINER INSTRUCTIONS FOR CLOSING THE WORKSHOP

TIME FRAME	STEPS	MATERIAL / BACKGROUND READING
15 min.	- Give participants a feedback on how you rate the training course and how you felt working with them - Hand out the evaluation form for the seminar and ask participants to fill it out and to return it to you - Ask participants whether they would like to make any additional comment besides the questionnaire - Hand out certificates of participation to each participant	Prepare enough copies of enclosed form

D. Annex 1: Background Information for Trainers on Basics of Adult Learning, Interactive Training Methods and Checklist for Organizing the Course

1. What trainers should know about training[1]

How adults learn

Adults learn in a different way to children. As we grow older, it is more difficult to store new information in our long-term memory. Therefore, the words of a lecturer may end up overwhelming listeners and will not be digested. It can only last if the trainee internalises the new knowledge and makes it their own.

Characteristics of a learning adult

The table below gives some characteristics of adults. This should be considered when arranging training courses.

Background	Consequence
Adults are in practical life situations	• they are problem-oriented • they learn with a goal in mind • they want to learn what they can use in practice
Adults bring along their experience	• participant's heads are not empty vessels, which need to be filled • new information must be matched with expectations and experience • they want to connect what they learn with their practical life
Adults take part voluntarily and invest their scarce time	• they have high expectations of content and relevance of the training • they want to make decisions about what they learn, and how
Adults want to take part actively	• they want to ask questions and discuss the issues • they want to contribute their own opinion and experience • they want to be treated as an equal

What makes a good trainer?

The trainers giving a course presented in this manual should have the following profile:

- sufficient knowledge on the topic of service delivery
- working experience in or with BMOs in the country where the training is delivered (either as permanent staff or external consultant)
- sufficient experience in giving seminars and workshops.

[1] Some of the following paragraphs are adapted from IFOAM Training Manual on Organic Agriculture in the Tropics, compare www.fibl.net/English/publications

It is strongly recommended to organize the first 2 training courses according to the tandem approach with a team of foreign and local trainers. The foreign trainers show their local counterparts how to run and moderate the course and subsequently delegate tasks to them.

The following questions may help to address some principles of a successful trainer:

Some principles for trainers	Some questions
• Indicate clearly what the aims and contents of the training are.	• Are the participants convinced that the training is relevant for them?
• Make sure that the participants take an active part.	• How can they contribute to the training? Do they feel necessary and involved?
• Request frequent feedback from participants	• "What is your opinion on this issue? What do you think about this lesson / exercise / theory?"

In order to be successful, the social skills of a trainer should not be neglected. These include:

- A warm and open personality.
- Showing appreciation of the participants
- The ability to bring the group together
- Enthusiasm for the subject area and an ability to transfer it to the participants
- Readiness to admit own knowledge gaps, openness to listen and to learn
- Flexibility to respond to the participants' needs
- Ability to communicate in an interesting way (being a good story teller)
- Creativity in inventing interactive elements and practical exercises.

2. Interactive training methods

The following gives a short description of training methods that can be used during the course and which should help motive participants by giving them an active role.

Brainstorming

Objectives and Application
The objective of a brainstorming session is to collect as many ideas and as much information as possible related to a specific topic. Participants are encouraged to let the ideas flow freely, getting inspiration from previous ideas. The creative flow of ideas should not be streamlined or influenced in any way. No idea, however crazy, should be rejected. Brainstorming can be used whenever ideas or information of a yet undefined field needs to be identified.

Implementation
- Inform the participants about the aim of the brainstorming session.

- Prepare a board or paper chart visible to all participants.
- Write the central topic or question on the board.
- Ask participants to contribute ideas without commenting them.
- Write down key words for each idea (max. 10-15 min).
- Allow requests for clarification and questions concerning the ideas.
- Discussion of the results, building groups of ideas, evaluation.
- Conclusions.

Rules
- Absolute silence during the brainstorming, no questions, no comments.
- Not more than 3 words per idea, no explanations.

Group work

Objectives and application
Whenever a topic needs to be elaborated by the participants themselves, but it is too complex to do it in the plenary, a group work can help. It also allows division of tasks and therefore an efficient process. In small groups, participants have more occasions for interaction, it involves them more than plenary sessions, they make the training more vivid and give the resource persons the chance to get some rest.

Implementation
Forming groups can be done in various ways:
- Randomly (counting, distributing numbers or colours): mixes people and ensures exchange.
- Homogenous groups (region wise, gender, background etc.): allows identification of a specific stake holder's point of view and prevents some participants dominate others.
- With free choice of the topic (assign topics to locations or tables, participant meet there): Each participant can deal with the topic they are most interested in.
- According to the seating arrangements: saves time, but does not mix people.

The option which is most appropriate will depend on the purpose of the group work as well as the composition of the group. The most frequently used technique is a random selection by distributing numbers.

The groups should be provided with clear instructions on their task. These can be given by an oral introduction, in writing on task sheets, with the help of group facilitators who have previously been instructed, or with a combination of the above. It may help if the resource person goes from group to group to see whether questions come up or to help groups who are lost with their task.

Sharing the results of group work

Objectives and application
When delegating tasks to groups, the results will need to be presented to the plenary in the end. These presentations should enable each group to share their ideas and honour their contribution. At the same time, the presentations should also be interesting for the audience and therefore should avoid endless monologues and repetitions.

Implementation

- Each group documents their main points in a few words on flip charts or transparency sheets.
- Each group selects a speaker who prepares the presentation.
- If the groups have got different tasks, each should be given equal time and attent for their presentation (it is wise to strictly restrict the time per group).
- At the end of each presentation ask for questions and feedback from the audience.
- At the end summarize and comment on the results.

Using cards

Objectives and application

Continuous visualization of results during a group process can help to make the process more clear and efficient. Paper or cardboard cards are a handy tool for collecting, structuring and documenting elements of a complex topic or task. Pinned to a larger chart they have the advantage of being able to be re-arranged in the process as needed. Cards of different colours, sizes or shapes allow inclusion of additional types of information.

Implementation

- Prepare paper or cardboard cards of different colours and of appropriate size (min. 10x15 cm).
- Provide a sufficient number of marker pens, pins or removable glue sticks.
- Introduce the group to the objective and expected outcome of the task.
- If appropriate, give an example or provide a template for the structure.
- Associate the colours and shapes of the cards with attributes or categories.
- Ask the group members to note down elements of the overall structure on the cards, keeping in mind the significance allocated to the colours or shapes.
- As soon as a group member has noted down an element, the card should be pinned to the board.
- Once the board gets filled, single cards will need to be re-arranged, altered or replaced.
- When the structure seems to be final, ask the group to check its logic and complete.
- Let the groups present their charts to the audience.

Rules

- Cards should be readable from at least 3 m distance.
- Only one idea or topic per card.
- Cards should only be removed with the consent of the person who wrote them.

Getting feedback from the participants

Objectives and Application

In the end of a training programme, the trainer should get feedback from the participants in order to be able to further improve the programme. It is also a good occasion for the participants to recollect what they have learnt and to make their own conclusions about the programme. Two methods to get feedback from the participants are used:

- *Questionnaire:*
  The questionnaire presented during the closing session should be handed out to participants at the end of the training. Participants should anonymously evaluate the quality of the training.

- *Flashlight*:
  It is always useful to conclude a training day with an open discussion in which all participants get the chance to provide their personal feedback to the trainers. Suggestions for improvements should be noted down in order to use them for organizing further training programmes. This method is used for getting a feedback on day 1 of the course.

3. Checklist for organizing training course "Effective Policy Advocacy"

to do's	done on ……………	comments
1. Organization of course		
• fix date of training course		
• define minimum number of participants and deadline by which you want to have realized this number		
• select and contract trainers		
• market course and define registration process		
• collect registrations		
• produce participant folders		
2. Preparation of training site		
• prepare adequate seating arrangement (preferably semi-circle)		
• reserve additional space/ rooms for work group exercises		
• make sure that training aids are available being		
o overhead projector		
o beamer and PC		
o 2 flipcharts		
o 3 large pinboards, brown paper, colored pinboard cards, marker pens, pins, tape, scissors, glue sticks		
• organize drinks and snacks for coffee breaks and meals for lunch		
3. Implementation		
• organize registration of participants		
• optional: welcome remark by official of organization hosting the training course		
• prepare certificates of participation to be handed out during closing session		
4. Follow-up		
• prepare final calculation on revenues/ expenses		
• prepare final evaluation of course based on participants' evaluations and discussion with the trainers		

E. Annex 2: Template for direct mailing on training course

Training course on Effective Policy Advocacy

Objective: Introduction to Effective Policy Advocacy

Benefits:

- Introduction to Effective Policy Advocacy
- Practical know-how for planning and implementing and advocacy strategy
- Case studies on how to successfully carry out the different components of advocacy and how to prepare

Target group:
Permanent staff members of business membership organizations

Content:
How to prepare for policy advocacy, how to design a campaign and messages depending on audience, and different techniques

Method:
Lectures – discussions – group work exercises

Trainers:
(to be filled in)

Date:

Location:

Fee:

Contact partner:

F. Annex 3: COURSE EVALUATION

Course Title: Effective Policy Advocacy

Date of Course:___________________________

Thank you for your keen interest and participation in this course. Your frank evaluation will help us improve our course design and training for the benefit of future participants. Please answer all the questions. Where a question calls for a numerical rating, please circle the appropriate number.

1. COURSE EFFECTIVENESS

	Poor			Excellent
	- -	-	+	++
1. Achievement of stated objectives				
2. Amount of knowledge and skills acquired				
3. Adequacy of notes and handouts				
4. Design and organization of course				
5. Your overall rating of the course				

2. INSTRUCTOR EFFECTIVENESS

	Instructor 1:				*Instructor 2:*			
	- -	-	+	++	- -	-	+	++
1. State of preparation of instructor								
2. Instructor's knowledge of topics								
3. Instructor's ability in presenting lectures								
4. Instructor's ability to hold your interest								
5. Instructor's ability in using teaching aids								
6. Interaction within the group								
7. Your overall rating of instructor								

3. COURSE ADMINISTRATION

	- -	-	+	+ +
1. Suitability of the training venue				
2. Quality of snacks provided during the breaks				
3. Quality of handouts				
4. Condition of the training equipment				
5. The attitude of the training staff				

4. HOW DO YOU RATE THE TIME FRAME OF THE SEMINAR?

❑ too short ❑ too long ❑ well chosen

5. THE FOLLOWING TOPICS / CONTENTS

- ❑ should be presented more in detail:______________________________________
  ____
- ❑ should be shortened: ____
  ____
- ❑ should be added: ____
  ____
- ❑ should be omitted: ____

____

6. PLEASE MAKE AN OVERALL COMMENT ON THE COURSE AND INSTRUCTOR(S)

____

____

____

7. WOULD YOU RECOMMEND THIS TRAINING COURSE TO OTHER MEMBERS FROM YOUR ORGANISATION?

❑ Yes ❑ No

If yes, give the name(s) of the person and the Job title

____

____

If no/ please give the reasons for your answer

____

____

8. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE PROGRAM?

____

____

9. WHAT OTHER SEMINAR TOPICS ARE OF IMPORTANCE TO YOU?

____