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Workshop Overview and Methodology

MODULE ZERO



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MODULE ZERO

Facilitator's Guide

Workshop
Overview and
Methodology

Overview



LEARNING OBJECTIVES

By the end of this module, participants will:

- Know everyone in the room.
- Understand the workshop's overall framework, content, rules and approach.
- Understand workshop objectives and how these will be achieved.
- Have shared their learning expectations.



TIME

2 hours



MAIN ELEMENTS

- Welcome remarks by the hosting organization.
- Introduction of the participants, sharing of their learning expectations.
- Presentation of overall workshop objectives, agenda and ground rules.



KEY MESSAGES

The workshop uses:

- A human rights-based approach to development programming.
- A social norms perspective.
- A participatory approach to learning where facilitators value participants' experiences, and give them the opportunity to contribute, share and learn from each other.
- Each module is conceived as observations and reflections about concrete studies, chosen from real life experiences.



PRESENTATIONS

PRESENTATION 0.1

Overview and methodology



EQUIPMENT AND MATERIALS (USED THROUGHOUT THE WORKSHOP)

- Computer
- Video projector
- Flip charts
- Blank cards/post-its
- VIPP cards¹ of different colors
- Markers
- Masking tape
- Nametags

Procedures

- Prepare a flip chart with the workshop objectives.
- Prepare a flip chart with questions for introducing participants.
- Have the workshop agenda and the list of participants in binders for distribution.
- Place blank cards/post-its and markers on each table.
- Designate a flip chart for emerging issues.

01 — OPENING

- 🕒 20 MINUTES → The project manager should invite a guest speaker to deliver welcome remarks covering:
 - Why we are here
 - Workshop objectives (see **PRESENTATION 0.1**, “Overview and methodology”)
- The objectives of the UNFPA-UNICEF Joint Programme on Female Genital Mutilation: Accelerating Change.
- The introduction of the facilitators and resource persons who will run the workshop

02 — PARTICIPANT INTRODUCTIONS AND LEARNING EXPECTATIONS

- 🕒 40 MINUTES → Announce how participants will introduce themselves.
- Open the flip chart with introductory questions, or use the questions in Presentation 0.1 to help participants get to know each other.

Based on the size of the audience, the facilitators may use different approaches to introductions – see the **NOTES TO FACILITATORS**, Step 2.

03 — GROUND RULES

- 🕒 10 MINUTES → Ask participants to identify which rules must be respected for them to work together effectively.
- Write each rule on a flip chart that will stay on the wall during the workshop.
- Explain that participation and respect of the rules is key, and that “it’s up to all of us to make sure this is relevant and useful to our work”.

04 WORKSHOP OVERVIEW

🕒 30 MINUTES As a reminder of the workshop objectives, stick the prepared flip chart listing them on the wall; it should remain there throughout the workshop.

→ Ask participants to open their binders and go through the agenda with them.

Explain that the agenda can be reviewed based on participants' feedback in daily evaluations.

→ Pass out the evaluation forms that will be used for each module. Ask for a volunteer to review the forms for Module 0 and report back to the plenary at the start of Module 1.

→ Ask for any clarifications.

05 WORKSHOP METHODOLOGY

🕒 15 MINUTES Explain the following:

→ The training is designed to be very participatory and will apply the Adult Experiential Learning Cycle (see the "Notes to facilitators", Step 5), which allows participants to observe concrete *case studies*, analyse them based on *personal experiences*, draw some lessons and apply them.

→ Each module will start with a plenary discussion, followed by concrete case studies to discuss and analyse in working groups.

→ Participants will sit in a plenary in small groups of six or seven people. At times, each group will separately discuss specific topics or questions.

→ At the end of each module and during the evenings, participants will work on their individual projects (or on country projects by country teams), which they began preparing before the workshop. This will apply new reasoning and insights they have learned, and will review handouts. Facilitators will be available for support.

06 WRAP-UP

🕒 5 MINUTES → Emphasize the participatory and rules-abiding approach.

→ Allow questions and proposals.

→ Announce the theme for Module 1, "**Dynamics of a Social Norm: Female Genital Mutilation**".

Notes To Facilitators

02

PARTICIPANT INTRODUCTION AND EXPECTATIONS

ICE-BREAKER EXERCISE TO GET TO KNOW EACH OTHER

You may want to include an ice-breaker exercise at the very beginning. You may choose one of the following two exercises.

INSTRUCTIONS FOR INTRODUCTORY EXERCISES

Purpose of these exercises:

- They allow people to get to know each other in an informal and personal way.
- They also allow a first dynamic and free immersion in the topics that will be discussed during the workshop.
- They facilitate a sense of participation.
- Normally people have fun in doing these exercises after the first moments of hesitation, and the atmosphere for the later, is becoming more serious and demanding and works get set up very well.

1. EXERCISE 1

The following exercise is adapted from AIDOS.²

- Position the participants in two circles, the inner circle facing outside, the outer circle facing inside, so that each participant has a partner standing in front of him/her. If there are 32 participants, the two circles will be composed of 16 people each.
- Offer a series of terms that cover the issues addressed by the whole training workshop. Assign one to each "couple", and give them two minutes to talk freely about it. After two minutes, the people in the outer circle move one step to the left, so they face a different person, and the two-minute talks start again on a different word.
- Words might include: tradition, village, women, marriage, girls, elders, media, society, men, rules, stereotypes, expectations, culture, changing, identity, gender, sexuality, love, opportunities, etc. The main topics of this manual (FGM, gender inequality, social norms) do not need to be included, as all participants are there to learn about these subjects. Based on experience, it can be better to let them think/express themselves initially "around" the issues.

The exercise ends when all in the outer circle have spoken with all in the inner circle.

DURATION: 15 minutes

2. EXERCISE 2 (AS AN ALTERNATIVE TO EXERCISE 1)

- Ask participants to stand in a large circle and be ready to answer questions on their name, organization and country. One of the facilitators will hold a small ball, and start by announcing his/her name, organization and country, and then toss the ball to a participant who will do the same, until all participants have introduced themselves.

DURATION: 15 MINUTES

EXERCISE FOLLOW-UP

- Ask participants to go back to their tables and discuss their learning expectations for 10 minutes. Put a flip chart on the wall titled "individual learning expectations". Each table has to come up with a common list of three learning expectations, written on cards (one per card).
- Invite one participant per table to read the three cards and stick them on the flip chart.
- Organize the answers, regrouping cards with similar learning expectations under different headings. Then encourage participants to compare the cards with the workshop objectives and imagine how learning expectations could/should be incorporated to meet the objectives.
- Allow a short discussion on learning expectations – those that are reachable and those that go beyond the scope of the workshop.
- Announce that the flip chart will stay on the wall for the whole workshop to be revisited on a daily basis.

FORMAL PRESENTATIONS OF EACH PARTICIPANT - ICE-BREAKER EXERCISE TO GET TO KNOW EACH OTHER

Following the ice-breaker exercise, each participant should formally introduce him/herself.

INSTRUCTIONS

First, the facilitators introduce themselves, and then ask participants to take one minute each to tell:

- Their name;
- The name of the organization they work for and their role in it; and
- What they are leaving behind while attending the course. What personal or work-related issues will be worrying them?

Provide nametags and ask them to write their names as they want to be called during the workshop.

03 — GROUND RULES

WORKSHOP GROUP CONTRACT

You may choose to develop a participatory workshop contract; everyone is involved in designing it.

INSTRUCTIONS

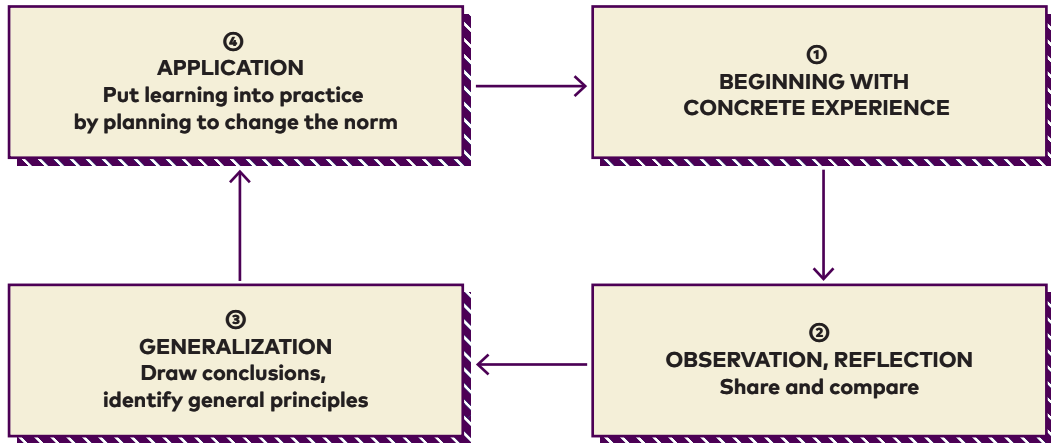
- Ask participants to write on three cards of different colors:
 - Their learning expectations from the course;
 - Their concerns about the course process; and
 - Their personal or country team contributions to ensure the workshop will be positive and constructive for all.
- Collect the cards and paste them in three different places according to each topic.
- Ask participants to set common "rules" that will govern the workshop, and address expectations and concerns.

05 — THE KOLB ADULT EXPERIENTIAL APPROACH TO LEARNING

Experience confirms that adults learn more when training offers opportunities to solve concrete problems they encounter in their professional lives. Any trainer of adults must be a *facilitator* and not a teacher providing information to trainees; he/she should aim to provoke a learning process and let the trainees take some responsibility for their own learning. This can be done in the four stages described below:

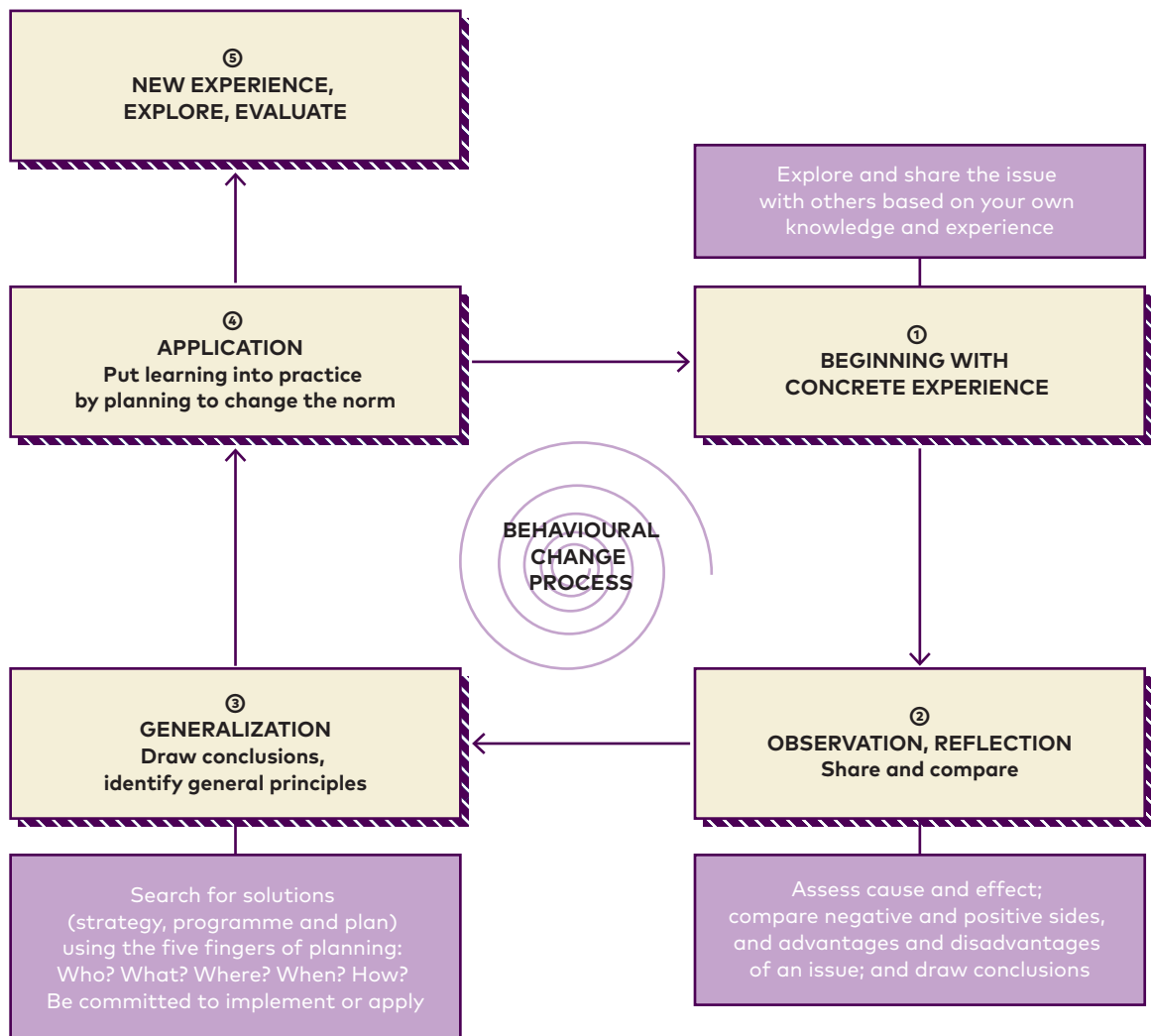
- 1. Stage 1:** Offer a concrete experience, a case study, a film, etc., to be discussed.
- 2. Stage 2:** Help participants reflect on the experience or case study, analysing based on their own experiences, and critiquing and sharing their reactions.
- 3. Stage 3:** Help them stand back from the experience or case study to draw some lessons through generalization and identify general principles.
- 4. Stage 4:** Give them the opportunity to apply what they have just learned in practical exercises.

Figure 1: The Kolb Adult Experiential Training Cycle



The methodology might take the following spiral shape, developed by H. G. Dagne at Addis Ababa University. In a fifth step, adults, back in their daily lives, will apply the acquired knowledge to new experiences, and then explore and evaluate again.

Figure 2: The Kolb Adult Experiential Training Cycle modified (Source: Dagne, 2010)



The five stages will therefore be:

1. Beginning with concrete experiences: explore and share the issue with others based on your own knowledge and experience.
2. Observation and reflection, share and compare: assess cause and effect, compare the negative and positive sides, and advantages and disadvantages of an issue.
3. Generalization: identify general principles, draw conclusions, search for solutions (strategy, programme and plan) using the five fingers of planning: who, what, where, when and how; be committed to implement and apply.
4. Application, put learning into practice by planning to change the norm.
5. New experience, explore and evaluate.

In Module 1 of this manual, reminders help the facilitators and resource persons know where they stand in the Kolb Adult Experiential Approach to Learning Cycle.

Daily Evaluation Template

In order to improve the workshop, each participant should fill out this evaluation sheet after each daily session. The first section asks for feedback on the different steps of each module, followed by what participants liked best and least.

What were your impressions of the session?

Use different faces to indicate a very positive, positive, neutral, somewhat negative or very negative impression.



Different steps

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Different steps

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What did you like best and least about the session?

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Add any other comments:

Endnotes

- 1 VIPP stands for visualization in participatory programmes cards.
- 2 Associazione Italiana Donne per lo Sviluppo (AIDOS). The Italian Association for Women in Development is a women's group and NGO for development cooperation, founded in Rome in 1981.

Presentations

Workshop
Overview and
Methodology

Overview and methodology

Introduction: Using the ball game



Questions

- **What is your name?**
- **Where are you from?**
- **What is one of your favorite hobbies?**

Overall objectives

At the end of the training, participants will be able to:

- Apply a social norms perspective to facilitate change for the abandonment of collectively endorsed harmful social norms, including by engaging men and boys.
- Use collective strategies to set up strong incentives and group pressure for individuals, including men and boys, to adhere to new, more positive norms and behaviours.
- Strengthen the human rights-based approach to development programming through social norms and change.

Overall objectives (continued)

At the end of the training, participants will be able to:

- Analyse the root causes of FGM and other gender-biased harmful practices that condone or even uphold the use of violence against women to ensure gender norms, in terms of gender inequality, discrimination and harmful gender stereotypes and norms.
- Define how FGM and other gender-biased harmful practices are forms of violence against girls and women, and violations of human rights.

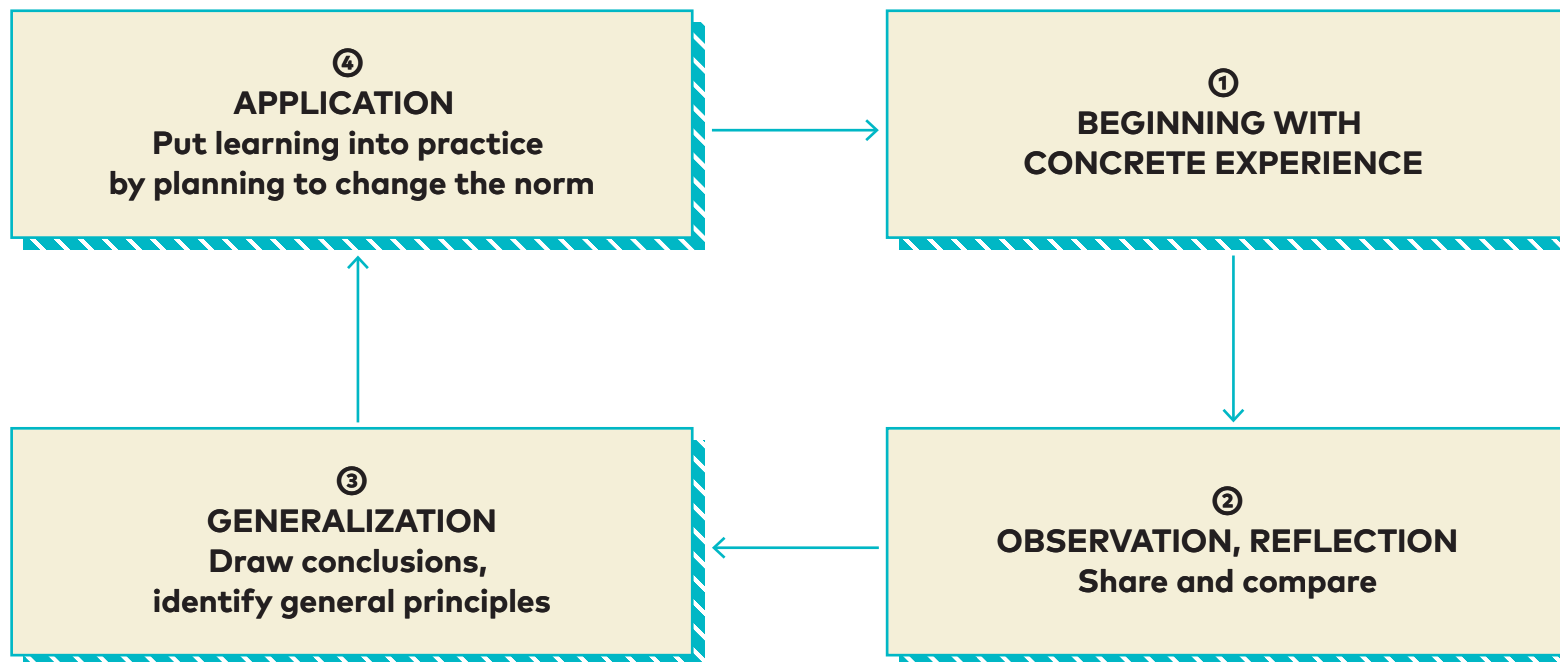
Course modules

- **Module 0:** "Workshop Overview and Methodology"
- **Module 1:** "Dynamics of a Social Norm: Female Genital Mutilation"
- **Module 2:** "From Gender Inequality to Shared Positive Social Norms"
- **Module 3:** "Effective Legislative Reforms in Situations Calling for Social Change"
- **Module 4:** "Seven Common Patterns and Transformative Elements for Change"
- **Module 5:** "Putting It All Together"

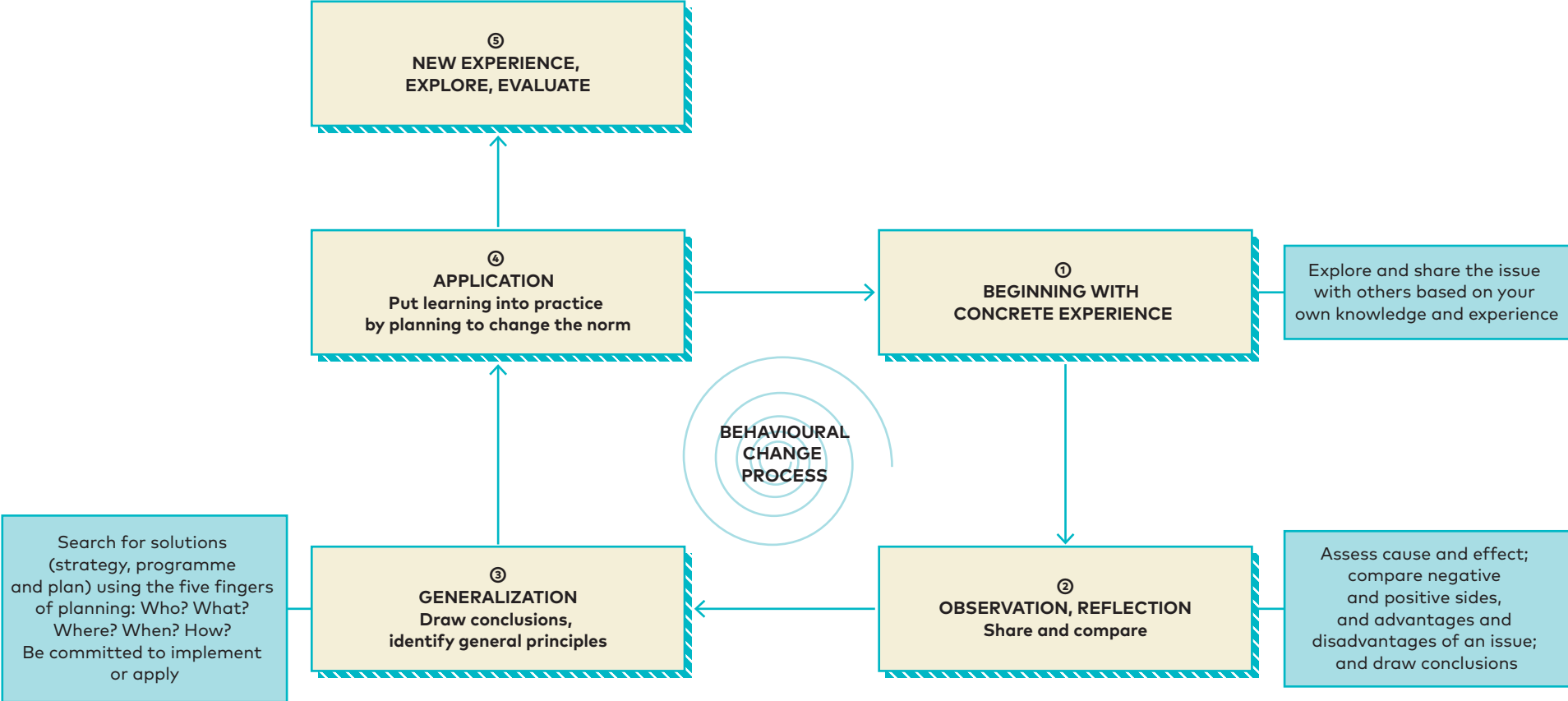
Workshop approach

- Using a social norms perspective
- Using a human rights-based approach
- Conversant with the notion that gender inequality is maintained by practices and norms that condone extreme sanctions against women and girls to enforce rigid gender norms
- Designed with an adult learning approach (the Kolb Adult Experiential Approach to Learning)
- Participatory and inductive methods: group discussions, case studies, role play, videos, sharing of experiences, etc.

Adult experiential learning cycle



Learning spiral



Principles of adult learning

Adults learn best when they:

- Are actively involved in the training
- Have opportunities to build on their experiences
- Find solutions to their problems
- Can apply information immediately

Some ground rules

All participants should:

- Be on time and help manage time
- Not be too long
- Respect ideas, listen and give feedback
- Use humour
- Keep phone on silent mode, etc.

Actively participate and be engaged
Be responsible for your own learning!