CORE PROTECTION TRAINING MODULES

TRAINER GUIDELINES

Designed and developed by

Suzanna Tkalec, CRS/ERT Protection Technical Advisor

Emma Jowett, RedR

Daisy Francis, CRS Protection Policy Advisor

CRS
CATHOLIC RELIEF SERVICES

www.crs.org

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INTRODUCTION AND ACKNOWLEDGEMENTS

Catholic Relief Services (CRS) has identified protection as a priority in all aspects of our programming, in both emergency and nonemergency contexts. To ensure that all staff have a shared level of understanding of what is meant by protection, the CRS Protection Team has prepared the following Training Module. CRS anticipates that all CRS country programs will use this Training Module as the standard resource for training CRS staff in protection.

The Training Modules are designed to complement other CRS initiatives, including the Justice/Solidarity Lens training; IHD; and ProPack I and ProPack II. Additionally, the Modules have been designed to support the methodologies advanced under *Sphere* and *Do No Harm* approaches.

In developing the various sections of the Modules, we have drawn inspiration from and been guided by the following resources, which we gratefully acknowledge: *The Sphere Project Training Package; the UNHCR's Reach Out Refugee Protection Training Kit; ALNAP (Active Learning Network on Accountability and Performance)*, *Protection – A Guide for Humanitarian Agencies; OXFAM Great Britain's "Liberia Protection Training Pack – Improving the Safety of Liberian People"; IASC's "Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action";, and the Emergency Capacity Building Project's "The Good Enough Guide: Impact Measurement and Accountability in Emergencies."*

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MODULE OVERVIEW

OVERVIEW OF THE MODULES

The CRS Core Protection Training is designed for use by CRS staff and partners. The training aims to raise awareness of core protection concepts and build skills in programming protection during humanitarian responses.

The training takes three days:

Day One: Defining Protection, Principles, Responsibilities, and Accountability

Day Two: Protection in Practice

Day Three: Protection Advocacy and Planning for the Future

Descriptions of the aims and learning objectives for each session follow.

AIM OF THE TRAINING

The aim is to raise awareness of core protection concepts and build skills in programming protection in humanitarian responses.

DAY ONE – DEFINING PROTECTION, PRINCIPLES, RESPONSIBILITIES AND ACCOUNTABILITY

Overview

The first two sessions provide an overview of CRS's foundations for engaging in protection work, starting with Catholic Social Teaching (CST). We establish the connections and complementarities between CST principles and those articulated in International Human Rights Law, such as the Universal Declaration of Human Rights.

Emphasis is given to the concept of accountability, with an overview of CRS's Code of Conduct and the various responsibilities of CRS's staff and partners to protect beneficiaries from sexual exploitation and abuse.

These sessions provide a foundation for the remaining modules and an opportunity for participants to consider key protection concepts and definitions and how these translate into action.

Session 3 introduces the three branches of international law: international human rights law, international humanitarian law, and international refugee law. These stipulate the legal protections to which people are entitled. The legal framework is important because it identifies the people that ought to be protected, the laws that demand their protection, and the authorities required to provide it. In order to have any real impact, these sources need to be understood and applied in the field.

Session 4 identifies key players in humanitarian protection, exploring their individual responsibilities, roles, and the actions they may take as well as how they function in reality. The module identifies a number of core risks or operational dilemmas commonly encountered by humanitarian agencies trying to meet protection needs.

Day One has the following four sessions:

1. Defining Protection
2. A CRS Holistic Approach to Protection
3. The Legal Framework
4. Protection Actors

Learning Objectives

By the end of the day participants will be able to:

- Define humanitarian protection;
- Articulate why protection is a priority for CRS;
- Articulate CRS's foundations for engaging in protection, starting with CST;
- Establish connections and complementarities between CRS principles and protection;
- Identify international legal standards and principles for humanitarian protection;
- Outline the roles and responsibilities of the key players in protection;
- Identify cross-cutting themes in protection;
- Demonstrate an understanding of the importance of accountability to our beneficiaries.

Key Learning Points

- Protection is defined as "all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law, i.e. human rights law, international humanitarian law, refugee law." (ICRC)
- There are commonalities and differences between the CST and human rights approaches to protection.
- International Human Rights, Humanitarian, and Refugee law and policies delineate the legal protections to which people are entitled. They are the main sources used to define protection and identify the responsibilities of states, the international community, and various governmental and intergovernmental actors to the affected people.
- The international legal framework identifies the people who ought to be protected during times of peace and conflict and the duty bearers, who should provide protection.

DAY TWO – PROTECTION IN PRACTICE

Overview

Day Two sessions explore a practical approach to programming for protection and examines the links between protection and assistance through the use of a case study. Protection and assistance reach across various categories of humanitarian action. For example, the provision of food to a minority group who previously had been denied access to appropriate food is an important response to a current abuse, and it is also a remedial action that restores dignity and adequate living conditions.

Participants learn how to carry out a protection assessment and analysis as the basis for designing a protection program using the ProFrame: how to set a goal, create strategic objectives, and define activities.

Day Two also addresses how a lack of accurate data regarding vulnerable people can be a significant impediment to protection, particularly in emergency situations. It highlights the importance of accurate information for such activities as assessing needs; documenting human rights abuses; journalism, lobbying, and advocacy; monitoring and evaluation; and surveys. Emphasis is placed on interviewing on sexual violence, as this is one of the most sensitive and difficult areas.

Day Two has the following four sessions:

1. Practical Approaches to Protection
2. Protection Programming
3. Protection Assessment
4. Developing a ProFrame

Learning Objectives

By the end of the day participants will be able to:

- Describe the aims, activities, and outcomes typical of protection programs;
- Integrate protection analysis in their assessment;
- Mainstream protection across CRS's strategic programming areas, both emergency and nonemergency;
- Describe how to gather data on sensitive issues like rape, Gender-Based Violence (GBV), abuses by public officials, etc.;
- Describe systems for keeping information confidential;
- Strengthen their analytical capacity and ability to manage sensitive data;
- Describe the ethical and practical implications of sensitive data collection and the management of sensitive information;
- Apply knowledge of protection to design protection programs.

Key Learning Points

- The important role individuals and communities play in providing their own protection. Protection is an ongoing process by which people provide for the fullest realization of their own rights and potential and that of their communities.
- Protection is not something that is "done to" people; rather it is a concept developed and acted upon in concert with individuals and communities. The role of humanitarian actors is to build upon peoples' own efforts, recognizing their strengths and constructing a comprehensive approach that meets prioritized needs.
- Provision of humanitarian assistance in and of itself does not constitute protection, which requires extensive attention to policy, practice, capacity building, and effective monitoring and reporting. However, protection cannot be treated as an afterthought. Early in the process it should be integrated into the design and implementation of assistance programs.

- The protection "egg model" is a general framework for protection activities.
- The core risks and operational dilemmas commonly encountered by humanitarian agencies trying to meet protection needs.
- A good protection program will define a goal, strategic objectives, and activities (using the Proframe).
- Lack of accurate data makes it difficult to assess protection needs and to plan for the most appropriate provision of services. It is important to incorporate protection considerations into interviewing techniques and data collection.
- Good preparation, particularly acquiring cultural competence and encouraging beneficiaries' participation in the process, informs both the collection and analysis.
- Interviews conducted without due care may traumatize the interviewee or place the person at risk. Conversely, listening appropriately to a story can be tremendously helpful and healing.

DAY THREE: PROTECTION ADVOCACY AND PLANNING FOR THE FUTURE

Overview

This session examines advocacy as a critical component of humanitarian action as well as the different forms advocacy can take. Many humanitarian agencies do not see this as an area of urgent priority, so this session looks at how a variety of actions targeted to different sectors can strengthen protection.

The session defines the analyses needed to choose an advocacy approach, depending on whether it is a permissive or nonpermissive environment. Proper risk management does not preclude protection advocacy.

Day Three has the following three sessions:

1. Developing Protection Indicators
2. Advocacy for Humanitarian Protection
3. Planning for the Future

Learning Objectives

By the end of the day participants will be able to:

- Describe a range of advocacy activities targeted to reach the state, the international community, and beneficiaries;
- Assess the risks and challenges of and opportunities for advocacy in permissive and nonpermissive environments.

Key Learning Points

- Advocacy activities take many forms and happen at many levels of engagement.
- Proper risk management does not preclude protection advocacy.
- Advocacy strategies are best managed in collaboration with other NGOs.

USING THE MATERIALS

THE AIM OF THE TRAINING

The aim of the CRS Core Protection Modules is to familiarize CRS staff and partner agency staff with key protection concepts and to build skills in programming protection during humanitarian responses.

Though the training is intended for use within CRS and partner agencies, it should not be considered prescriptive. The session plans provide a framework for trainers, aiming to relieve them of reinventing wheels by offering suggestions for training activities accompanied by notes on essential content.

The section on general course documents includes a suggested agenda. The trainer should decide which sessions to use based on the context and the needs of his or her audience.

N.B.: It is important that trainers adapt the session plans to suit the context.

SESSION PLANS

Following is a guide to the components of each day's session plans.

Overview

This section provides an outline of the day's intention. It offers guidance on the session's essential themes and provides links to other sessions.

Objectives

These are the learning objectives the trainer should expect of each participant by the end of the day. They are written in such a way that a trainer should be able to easily assess whether or not a participant has achieved them.

The objectives are important as they indicate the essential skills, knowledge, and attitude each session should impart.

Key Learning Points

The key learning points relate to the essential knowledge requirements for each module. They represent key content and are arranged in a logical sequence for training.

Session at a Glance

The "session at a glance" table provides a quick reference point. Its essential session components and estimated timings are suggestions only: they can be adapted by the trainer, depending on the audience and context.

Resources

The list for each session contains the specific resources needed for that particular module. These may include handouts or materials specific to the situation, such as case studies or training activities.

Guidance

These notes represent training issues specific to the module. They should be read before delivering the session as they may influence how it is run.

Session Notes

The session notes represent a recommended framework and sequence to help trainers plan sessions appropriate for their contexts. The session notes break the content into concepts and logical steps. Each step has a suggested training activity. The session notes also provide tips on how to run the different activities as well as highlight the PowerPoint slides to accompany the material.

It is important that trainers approach training with the attitude of "making it their own." They should use the session notes to plan a session suitable for their specific context and audience, including an assessment of how the material relates to their context.

Handouts

All the handouts that accompany the session can be found in the Participant Workbook. Trainers may also amend the handouts to make them more specific to their agency or context.

Activities

All the activities can either be found in the Participant Workbook or the Facilitator Guidelines. Again, these can be used at the trainer's discretion.

TRAINING ACTIVITIES

The following pages include all the activities in the session plans. Each document provides the instructions for the exercises, including photocopying instructions

HUMAN RIGHTS QUIZ

Ask the participants to work in teams. Each team should think of a name and write it on their paper.

Read aloud the questions and allow one minute for the groups to write down the answer.

Ask each team to share their quiz answer sheet with another team. Then read the questions and ask the teams to read the answers. Give a point for each correct answer.

Nominate the winner(s) and give a small prize.

1. **The name of a document that proclaims human rights** [e.g., Universal Declaration on Human Rights; Covenant on Economic, Social and Cultural Rights (ICESCR); Covenant on Civil and Political Rights (ICCPR); Convention on the Elimination of all forms of Discrimination Against Women (CEDAW); Convention on the Rights of the Child (CRC)]
2. **A special right all children should have** [e.g., the right to life, the right to be registered after birth, the right to education, etc.]
3. **The two states that did not sign the CRC** [USA and Somalia]
4. **A right denied to some people in your country** [e.g. ,girl children do not have access to education, or in the USA you may have the right to life taken away through the punitive death penalty]
5. **A human right that has been denied to you personally**
6. **An organization that fights for human rights** [e.g., Amnesty International, MSF, Human Rights Watch etc.]
7. **A right that all minority groups should have** [e.g., the right to freedom of worship]
8. **An example of discrimination** [e.g., the denial of access to equal medical care for women in Afghanistan]
9. **A right sometimes denied to women** [e.g., women being paid less than men for the same work]
10. **Someone who fights for human rights** [a human rights activist]
11. **A violation of the right to life** [e.g. the death penalty in the USA]
12. **An example of how someone's right to privacy may be violated** [e.g.your home telephone calls are monitored; your letters are delivered opened]
13. **A duty we all have in relation to our human rights** [to be aware of our rights]
14. **An agency mandated to ensure protection of peoples' rights** (e.g., UNHCR, ICRC, UNICEF etc)

ACTOR MAPPING EXERCISE[1]

(DAY ONE, SESSION 4: PROTECTION ACTORS)

The trainer needs to photocopy both the roles and responsibilities boxes and the actor boxes for a complete set for each small group. For example, if you intend to have five small groups, you will need to photocopy five sets of both roles and responsibilities boxes and actor boxes. Then cut the boxes up and put the roles and responsibilities boxes in an envelope marked A and the actor boxes in an envelope marked B. Each small group will have an A and B envelope.

You may want to add a specific actor (or change an image) depending on the context where the workshop is taking place.

Further details about protection actors and their roles can be found on pages 14-15.

1 Exercise adapted from The Sphere Protection Training Package, Part 2: Training Material, pp. 162-163, The Sphere Project (Geneva), 2004, and from "Protection in Zimbabwe: Training for CRS Partners," adapted by CRS from "The Liberia Protection Training Pack," Oxfam GB, pp.28-37 (2006) with the permission of Oxfam GB, Oxfam House, John Smith Dr., Cowley, Oxford OX4 2JY, UK, www.oxfam.org.uk. Oxfam GB does not necessarily endorse any text or activities that accompany the materials, nor has it approved the adapted text.

Text boxes to put in Envelope A: Roles and responsibilities

Has the primary responsibility for protection of civilians in their territory	Legal responsibility to uphold IHL, IHRL, and Refugee Law
Obligated to defend the nation, maintain law and order, and provide humanitarian assistance to its citizens	Mandated to coordinate actions to protect refugees and resolve problems of refugees
Increasingly responsible for the protection of IDPs	Under the new cluster approach, serves as the global lead on protection
Works with states on reintegrating refugees into their countries of origin or on resettling those who cannot return in a third country	Encourages states to respect the rights of refugees and asylum seekers
Mandated under the Geneva Conventions and the Two Additional Protocols to ensure protection in the context of armed conflict both international and noninternational	Provides assistance to civilian victims and POWs
Provides assistance to military rendered hors de combat	Encourages states to become parties to Geneva Conventions and the Two Additional Protocols
Promotes, disseminates, and provides capacity building on IHL	Provides humanitarian assistance in an impartial manner
Mobilizes civilians and builds their capacity to advocate for their rights	Advocates for the protection of civilian populations
Strengthens the capacity of communities for self-protection	Through presence in the field, discourages direct threats to civilians
As possible, avoids threats by fleeing, not traveling, hiding	Solidarity action through community leadership and reaching out to family members/family friends in distress
Negotiates own safety space with armed actors	Advocates with own government about its duty to protect citizens and others in its territory
Even though not signatory to the Geneva Conventions, those that control territory are obliged to uphold common Art.3 and IHL in general to ensure protection of civilians	International customary law and IHL establish that commanders and members of an organized force have a personal responsibility for violations of IHL
Carries out "protection advocacy" campaigning to influence policy makers at international, regional, national, and local levels	Through its liaison office at the UN Headquarters in New York, feeds information to the Security Council and is a vital source of info and analysis on current and potential crises that threaten peace and security in the world

Text boxes to put in Envelope B: Actors

CRS
CATHOLIC RELIEF SERVICES

COMITE INTERNATIONAL GENEVE

ICRC

UNHCR
The UN Refugee Agency

Communities and families

State (Military, Judiciary and Police)

Caritas
Internationalis

Non State armed actors

LOCAL NGO

Protection Actors, Mandates, Roles and Responsibilities

UNHCR

Mandated to coordinate activities to protect refugees and resolve problems of refugees, working with states on the reintegration of refugees into countries of origin or on the resettlement of those who cannot return to a third country. UNHCR encourages states to respect the rights of refugees and asylum seekers.

Also increasingly responsible for the protection of internally displaced persons (IDPs) under the new cluster approach. Serves as the Global Cluster Lead on Protection.

ICRC

Mandated under the Geneva Conventions and the Two Additional Protocols to ensure protection in the context of armed conflict, both international and noninternational

- Provides assistance to civilian victims of conflict and POWs;
- Provides assistance to military rendered hors de combat;
- Encourages states to become parties to the Geneva Conventions and the Two Additional Protocols;
- Promotes, disseminates, and provides capacity building on international humanitarian law (IHL).

THE STATE (government; military; judiciary; police/constabulary)

The state has the primary responsibility for the protection of civilians in its territory ("the duty bearer"). A state has the legal obligation to uphold international humanitarian law, human rights law, and refugee law. It is obligated to defend the nation, maintain law and order, and provide humanitarian assistance to its citizens.

NGOs

NGOs do not have a formal mandate in law. At the consent of the state, they can provide humanitarian assistance in an impartial manner. NGOs have a wide variety of mandates:

- Advocate on behalf of civilians and provide information to people about their options;
- Advocate for the protection of civilian populations to states and the international community
- Strengthen capacity of communities for self-protection by engaging them in the identification of protection needs and durable solutions;
- Through presence in the field, discourage direct threats to civilians (controversial at the moment).

COMMUNITIES/FAMILIES/INDIVIDUALS

Communities and individuals are always the first to respond in any emergency. They have a duty to abide by the laws of their country but may be involved in any of the following:

- Solidarity action through community leadership and reaching out to family members/friends in distress, perhaps across clan or other extended relationship networks;
- Negotiation of own safety and "space'" with armed actors;
- Advocacy with own government about its duty to protect citizens and others in its territory;
- Payment of "taxes"/bribes to ensure safety.

CARITAS NETWORK

Carries out "protection advocacy" campaigning to influence policy makers at international, regional, national, and local levels through its liaison office at UN Headquarters in New York. Feeds information to the Security Council and is a vital source of information and analysis on current and potential crises that threaten peace and security in the world.

NON-STATE ARMED ACTORS

Though non-state actors are not signatory to the Geneva Conventions, those that control territory are obligated to uphold Common Article III and IHL generally, to ensure the protection of civilians. International customary law and international humanitarian law establish that commanders and members of an organized force have a personal responsibility for violations of IHL (war crimes, crimes against humanity, the Rome Statutes).

ROLE PLAY: THE "BAD" INTERVIEW – SCRIPT FOR ACTORS

A: Oh, hi, come in. Are you the one Mustapha told me was raped? By the way YOU UNDERSTAND ENGLISH, DON'T YOU? DO YOU UNDERSTAND WHAT I MEAN BY RAPE...YOU KNOW, SEXUAL VIOLENCE?

S: Yes, actually, I am a Harvard Law School graduate. Mustapha's brother just told me to come here at this time.

A: Great. I've only got one seat, do you mind sitting on the floor? That's normal for you anyway, isn't it? [Generously] No, actually, you sit, I'll stand. Don't mind all these people, they can't understand English anyway.

S: [Speaking perfect English] Ahhhh..... yes. Actually I am more comfortable standing up as I am in a bit of pain.

A: Oh, sorry – stupid me: of course you can't sit down, it must be very painful. I'll get something for that. [To one of the audience:] this woman has been [loud whisper] *SEXUALLY VIOLATED*, can you get her an aspirin?

S: Oh... thank you. Actually I don't want to sit because I hurt my leg chopping firewood. I hope this will not take very long, as I have to cook lunch for my husband.

A: Well, actually it might take a while, and this is important so I'll send someone to let your husband know you're busy telling me about being raped. I want to ask you a few questions. We hear a lot of you have been raped: we'll be able to treat you if you've caught HIV or anything, but we need to know the details, also so that we can pass it on to the police and UNHCR so they can lock up the man who did this to you. By the way, was it one man, or was it a group effort? I expect UNHCR and the police will want to interview you too. Is all this OK with you?

S: Ah....OK.

A: [Taking a swig from a bottle of water, no glass or water available for client]: OK? Great, thanks very much. Do you mind if I get Adam to sit in? He's learning how to interview. He'll be taking notes. Don't worry, we keep the notes in the office now, after I dropped my last notebook somewhere in the camp. [Big sneeze]: Oh dear, I'm allergic to something around here, and I've run out of tissues. Now, how do you spell your name? The media is always fussy about getting names right.

ROLE PLAY: THE "GOOD" INTERVIEW – SCRIPT FOR ACTORS

A: Hello, my name is Annie Sparrow. I work with Catholic Relief Services, an American non-governmental organization. Have you heard of this agency?

S: No, never. Are you sure you are not a journalist?

A: Yes! I was given your name by your sister, who is working at the Caritas clinic. All that she told me was that she is concerned about your health and that you might be willing to talk with me. CRS is an agency working to improve the health and safety of women and girls who have been displaced from their homes and families. To do this, we need to know the issues that are causing you concern. We hope that this information, which we are gathering from many people, will help us respond to the needs of you, your family, and other people affected.

If you are willing to talk, I would like to ask you some questions about what has happened to you and your family. What you say to me is always confidential. Can you tell me what you understand by the word "confidential"?

S: Ahhh … "confidential" means that I tell you, and you do not tell my husband?

A: Yes. It also means that I will share with my coworkers what you tell me only with your consent. I would like to record your name, and I will take notes, but this information is kept in a secure place, and if you prefer, we can make up a different name for you. If you do not feel comfortable talking with me at this time, I respect your decision.

S: But then you will stop giving food to me, if I do not talk with you?

A: In fact it is WFP that is giving the food, but no no no, please do not imagine that CRS or any other agency would withhold services from you. We are just using the WFP office because many people come here for many different reasons, so no one will imagine that we are talking about women's health, or violence against women. Do you feel safe in this place?

S: Yes, I am glad you did not come to my tent. But I have to be back home in three hours.

A: That's fine; I have booked this room for two hours, so that we will not be disturbed.

S: Oh, I was planning to talk for at least three hours!

[AT INTERVIEW END]

A: OK, Is there anything else you think I should know?

S: Although it is hard to talk, it is good to know that CRS is interested in what becomes of us. I would like people everywhere to know what has happened. Please do not use my name, but I would like you to make sure people know what is happening here. We need to go home, but we can only go home when we know that we will be safe.

FACILITATOR'S NOTES FOR ROLE PLAYS

Handling Client's Emotion
Some people recommend asking about emotions, others do not. The best approach is to judge each situation on its own terms. If the survivor does not seem able to talk about emotions, this does not necessarily mean "'don't ask." It is appropriate to say "That must have been very hard for you. Or " I understand if this is making you sad to talk about, and please tell me if you need a break."

Interviewer
Since delicate and personal issues arise from sexual abuse, interviewers who are sensitive to the needs of women and can communicate with survivors about their personal experiences are required. In certain cultures women survivors may not feel comfortable speaking with men. For these reasons, women should be employed as interviewers and interpreters for the most effective interviewing.

The Interview Environment
The circumstances surrounding an interview can play an important role in its success. Try to:

- Create a confidential and quiet setting;
- Ensure the interviewee's safety;
- Avoid any interruptions or distractions during the interview;
- Have drinking water and tissues on hand;
- Interview women one by one even if you are interviewing several of them;
- Interview women in private, out of the hearing even of other family members (survivors of sexual abuse may not feel comfortable recounting experiences in front of their families);
- Interview some women with someone they trust nearby or present for the interview.

Interview Process
The way an interviewer presents herself and her organization can affect a witness's inclination to be honest. Begin by explaining who you are, why you are gathering information, and why you are interviewing her.

Explain how you found the potential interviewee: who brought you to her, how your contact found her, etc. This should increase the woman's comfort and trust, and you can begin to establish a rapport with her. Since rape survivors' ability to trust has usually been shattered, approaching them through individuals they trust is very important. You do not want survivors to feel they are being exploited again.

Interview Procedure
The interviewer should seek no more information about the incident than is absolutely necessary to establish what took place, where it took place, and the perpetrator(s). In no instance should the work of investigators take precedence over the well-being of survivors.

The survivors' immediate or long-term vulnerability must be taken into consideration, and the survivors' decisions must be respected.

If an interviewee cannot handle your questions, discontinue the interview. No information should be given at the expense of a woman's well-being.

Approach the woman carefully in a gentle, supportive manner, keeping in mind the physical and psychological damage she has experienced. Be sensitive, discreet, friendly, and compassionate. Be patient and nonjudgmental.

TRAINING TIPS

The following pages include suggestions for making your training more participatory, dynamic, and professional.

PREPARING FOR TRAINING

Establishing roles and responsibilities

Before arranging any type of learning event, it is vital to clarify the roles and responsibilities of all staff involved to ensure the smooth delivery of training sessions and the achievement of the training's full potential. Afterward there should be a follow-up, which trainers can ensure by establishing relationships with the participants and their managers.

Role of the lead trainer

Generally the lead trainer is to organize the training and take responsibility for all aspects of coordinating its setup, delivery, evaluation, and follow-up. It is the lead trainer's responsibility to ensure, in collaboration with colleagues, that the course achieves its objectives and runs as smoothly as possible. The chart below outlines typical responsibilities.

When	Lead trainer responsibilities
Before the course	Inform host of venue, resource, and equipment needs, including handouts, stationary, and equipment etc. (see Appendix 4)
	Liaise with administration officer on participants' travel arrangements
	Travel to venue in time to meet other trainers and discuss any outstanding issues on their understanding of the training
	Identify and brief any additional trainers and resource people
	Assess learning needs and finalize participant list
	Review any previous training evaluations
	Hold a planning meeting with cotrainer(s) and administration support to prepare the agenda, objectives, and content of the training
	Identify protection issues in the specific context
	Amend materials to suit the context
	Prepare and photocopy handouts and other reference documents
	Set out room for training, including checking all equipment

During the course	Open and close the course and take responsibility for health and safety during it
	Operate on your own or as a team with cotrainers to deliver sessions; keep to time, or adapt timetable as necessary; and inform participants of breaks, return times, etc.
	Monitor the progress of the training and informally assess participants' learning
	Make evaluation notes on the session briefs in the course file
	Amend the training as necessary
	Welcome and ensure that all resource people are looked after
	Evaluate the course (see Appendix 2)
	Distribute attendance certificates (see Appendix 3)
	Clear training room; check and pack all resources and organize their return
	Hold a "debrief" with cotrainers, making notes for course report for future improvements
After the course	Write course report with lessons learned and recommendations for future trainings
	Follow up with agency managers regarding participant performance (e.g.,after three months).

Role of the cotrainer

The cotrainer is to support and assist the lead trainer as specified. Generally the cotrainer will also have responsibilities relating to specific topic or agency sessions during the course.

When	Cotrainer responsibilities
Before the course	Familiarize yourself with participants' knowledge of and experience with protection issues
	Familiarize yourself with the issues in the specific context
	Review previous evaluation reports
	Liaise with the lead trainer on course planning, including objectives, content, and methodology
	Prepare for own sessions
	Amend materials to suit the context
During the course	Assist with setting up the training venue and checking equipment
	Support and assist the lead trainer with delivery of training and with any practical needs arising from the training
	Assist in clearing of training room; check and pack all resources and organize their return
After the course	Read internal draft of the course report and offer input in the form of comments and edits.
	Write up specific session evaluation reports – and recommendations for any key lessons learned/changes to standard session briefs and submit to the lead trainer

Preparing for the workshop

Trainers need to make training materials their own. When preparing to deliver a module, you should:

- Read the session plan;
- Read the notes (view notes page) in the PowerPoint presentation;
- Research relevant reference documents, e.g. Eileen Egan's book *Catholic Relief Services: The Beginning Years*;
- Consider your audience and the specific contextual issues;
- Decide how to adapt the session, consulting with your cotrainer;
- Check that you can answer the following questions:

Who is this session for?
How long will it take?
Why is this session important?
How does it fit with the other sessions?
What key messages do I want participants to take away?
What should I read or review before conducting this session?
What additional preparations do I need to make before running the session?
What resources do I need on hand?
How should I amend the session to suit the context?
How will I assess participants' learning?
How will I know if the session was successful?

Adapting the modules

The training materials in the Core Protection Modules provide a useful framework for delivering sessions. However, they come with a warning! Trainers must adapt the materials to suit the audience and context.

This entails thinking of scenarios or case studies relevant to the context and being clear on the specific protection issues that may concern partner agencies. It might include adding images of the geographical area to the PowerPoint presentation. It might be adding one of your favorite energizers.

The main thing to remember is that the modules do *not* have to be delivered word for word. You have the right, and the responsibility, to change things to suit your context and audience.

BEGINNING THE SESSION

Every training session needs a clear beginning, middle, and end. This section provides tips for honoring this structure.

Introductions

The tone of the training is set from the first moment the participants arrive at the venue and not, as many trainers assume, from the moment they first stand in front of the gathered group and say hello.

There are a number of ways to ensure that participants are introduced to one another. Even when participants already know one another, it is important that they have time to form as a group at the beginning of a session.

It is also important that you as the trainer are aware of the group's expectations, as this will help you adapt the training to the participants' needs and wants. Setting some ground rules for how the group will behave is important as well. These can be referred to if someone is dominating the group, not listening to others, or not switching off a mobile phone!

Some suggestions follow:

1. Ask each group member to find someone they do not work with regularly or do not know. The two should interview each other for five minutes and then share in plenary their names, roles, and expectations of the day. This exercise can be altered in a number of ways, for example, by asking individuals to share something the group does not know about them, something surprising about themselves, or their expectations for the day.

2. Go round the group asking each person to give their name, describe their role, and state their expectations of the training as well as provide some ground rules for how the group will work over time.

3. Post four flip charts on the wall. Attach a brown paper bag to each one. On one flip chart write: Expectations for the training. On another write: How I would like the group to be. On the third write: What I have left behind. And on the fourth write: I am afraid that... Participants should then respond on separate pieces of paper to the statements. When they have completed their four responses, they should put their pieces of paper in the corresponding brown paper bags. Then split the main group in four and ask each group to collate the pieces of paper from one bag onto a fresh flip chart. Each group should then present its flip chart to the main group.

4. Ask participants to introduce themselves while holding a lighted match: when the match has burned down they have to stop – a very good way to have fun and to keep introductions short.

DURING THE SESSION

Creating space for participants to exchange their experiences

It is essential during any training that participants be provided with an opportunity to share experiences. It is crucial that they learn from one another. To provide such opportunities, insert a space in each session or in the training program and invite participants to talk on specific issues.

Training teams have always acknowledged the importance of informal conversation time for participants during breaks and in the evenings. This can provide an excellent opportunity to hear how participants feel the course is going. It can also enhance learning by encouraging conversations that are undirected, nonlinear, and usually highly relevant to participants' needs.

Icebreakers and energizers

These are short activities that encourage participants to move around, relax, take a break from what they are doing, and get to know one another better. They can be relevant to a topic, for example, the "protectors" and "perpetrators" energizer might be introduced when explaining basic protection concepts. Others are designed to change the pace or focus of the training.

Energizers and games can be particularly useful after a long presentation, or to start the first afternoon session. As a general rule, energizers should be chosen with sensitivity to the cultural, gender, and religious norms of the group.

Examples of icebreakers and energizers

"Protectors" and "Perpetrators"
This energizer can also be used to form random groups. Find an open space for this exercise.

Each participant should silently choose one person in the group to be their "protector" and another to be their "perpetrator" (no criteria are given for selecting protectors and perpetrators). Once people have made their choices, the facilitator explains that they should now try to get as close to their protectors as possible and as far away as they can from their perpetrators. People should be encouraged to move quickly, though they should be warned that they are not allowed to touch anyone. After a few minutes, participants are asked to reverse the process (getting close to the perpetrators and far away from the protectors). This exercise will make people move about in unusual ways and should generate a lot of laughter.

Move to the Spot
This energizer takes five minutes. Ask participants to spread out around the room and to pick a particular spot that is "theirs." Then ask people to move around the room, doing things suggested by the facilitator: "Say hello to anyone wearing red," "Hop, skip, or jump," "Whistle or make a strange sound," "Walk backwards," and so on. When the facilitator says "Stop!" everyone has to get back to their spot as quickly as possible. This game can be fun but cannot be done for too long, as people get bored soon.

Why?...Because...
This is a great energizer to run because, bizarrely, there are always links between even unrelated "why" questions and "because" answers. Go around the room, alternately assigning people to the "why" or "because" group. The "whys" should each think of a random question, and the "becauses" a random answer. (There's no collaboration between the groups.) You might like to give examples, such as: "Why is the sky blue?" An answer might be "Because I am very tired."

Ask participants to write down a question or answer depending on their assigned group. Once everyone has finished, go round asking participants for a "why" then a "because." It is very funny what emerges!

Ha! Ha! Ha!
This energizer is useful for changing pace or when there is tension in the group. The facilitator says that s/he is going to make them laugh and starts by saying "Ha!" and getting the next person to repeat this adding another "Ha!" Participants then repeat what their neighbor says, adding another "Ha!" each time. People are "made" to laugh –very quickly everyone will be laughing. It really works!

Making Rain
This is similar to the Ha! Ha! Ha! energizer. Everyone sits in a circle, and the facilitator starts by drumming her/his fingers on a table or chair. The next person starts to drum their fingers, then the next, until everyone is drumming. The sound is like that of heavy rain or a thunderstorm. End the exercise when everyone is "making rain."

Running group activities

Working in pairs
Participants work with an immediately adjacent partner, or another person who would be logically linked with them, for example, from the same partner agency.

Working in pairs can be useful when addressing concepts that individuals might feel embarrassed being asked for: it reduces feelings of discomfort and builds confidence in the training environment. It can also be useful when some group members are not working in their first language.

Small group work
Small group work can be one of the most rewarding learning activities, because it allows more in-depth discussion and is helpful for those participants who find it difficult to speak out in the plenary group.

Considerations for small group work

- Be clear on what you want the group to achieve, how long they have for the task, what they will need to do the task, where they can do the task, and what the reporting format will be.
- Allocate groups a working space. This may be in the same room, but in the case of lengthier, more complex tasks (such as the protection indicators exercise), it is advisable to have groups work in separate rooms if possible.

- Provide ground rules for groups. For example, ask groups to elect a facilitator, note taker, and presenter. Make sure that these roles are given to various participants so that it is not always the most verbal people who do the reporting back!
- In general it is preferable to change groups to allow participants to work with different people, although you may want to keep the same group working through related tasks.
- The optimal number for each small group is five or six.
- Devise different ways of splitting the main group into smaller groups (see below).

Splitting groups

The plenary group can be split into smaller working groups in a variety of ways.

Numbering
Simply count off the participants into small groups if the groups do not need to be balanced in any way, i.e. go around the room assigning each person a number up to the number of groups desired. People can call out or be assigned numbers in sequence, then all the "ones" form a group, all the "twos" another, and so on. Alternatively, use letters of the alphabet or names of fruit. Be clear after you have split the groups where each group should work.

Birthday lineup
Ask the participants to form a line in order of birthday date (make it clear that they only reveal the month and day, not the year). The January birthdays should be at the front, with December at the rear. When the line is complete, the trainer asks each participant in turn their birthday date, rearranges people when there are mistakes, and counts off the groups.

An alternative is to ask participants to line up according to how far they have traveled to be at the training venue.

The ship is sinking
Clear a large space, climb onto a chair, and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you "The ship is sinking, the ship is sinking." Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – and you will call out the number required. Start the refrain and then yell out a number, e.g. eight. Everybody should now rush to find seven other people to form a lifeboat group. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel everyone is ready to stop, then yell out the number you want for small group work.

The world-famous Mexican shoe exercise
This is a good way to allow groups to self-select. Explain that shoes have many different characteristics, e.g. color, shape, height of heel, laced or not, etc. Ask participants to find two other people with similar shoes to their own to form groups of three. Allow a few minutes of wandering before checking that everyone has a group.

Animal noises

Decide how many people you want in each group. On Post-its write the name of an animal – each group will need a set of Post-its with its animal. Distribute the Post-its randomly to participants and ask them to find the others in their group by circulating and making the noise of the animal on their Post-it.

Tips for giving instructions

One of the first things a trainer must remember is that, when training activities fail, it is most often because the trainer has not given clear instructions. You may be using a cunningly crafted role play or a case study that has been a long time in development, but your plans can all come crashing down if the instructions are not given effectively. Here are some tips to ensure your instructions are always clear, concise, and conducive to a great learning experience!

- Signal that you are going to give instructions;
- Deliver the instructions a minimum of three times;
- Don't create small groups while giving instructions;
- Give both verbal and written instructions if they are complex;
- Get participants to repeat back what they have to do;
- Stage instructions, providing them piece by piece.
- Components of instructions:
  - What to do
  - For how long
  - WHY
  - How to report back
  - What outputs are required
- Clarify whether or not a task is flexible: can some elements be omitted, or do they all have to be completed.

Hints for training multilingual participants

Following are some tips on how to create an environment where participants using a second or third language may feel more comfortable:

- Pronounce words clearly and use simple language.
- Do not use colloquialisms.
- Repeat key ideas or content.
- Use visual supporting materials.
- Provide summaries of the content in handout form.
- Check understanding by asking open questions that elicit key learning points.
- Take frequent breaks and alter the training methods since working in a second language is very tiring.

- Allow time for discussion and, even more important, plenty of time for feedback after training activities. A good rule of thumb is to double the normal time you would allocate.
- Be patient during silences or gaps as people may be working out how to say something.
- Do not confuse lack of language skills with a lack of intelligence.

Documenting outputs from the training

A lot of valuable work will be produced during the training sessions, and participants may have useful suggestions that can feed into an agency's protection activities, procedures, or policies.

It is helpful to document any key points that emerge from the training activities and distribute them as a handout to participants at the end of the training.

Reviewing learning

Reviewing involves providing space for participants to make connections and reflect on what they have learned during the session and how their learning fits with other parts of the course and their work experience. Reviewing must be participatory to be effective. It is often useful to start the day, or end a session, with one of the following activities:

The snowball fight
Start with a plenary brainstorm to identify every learning point covered during the session. Then instruct everyone to take a blank sheet of paper and write the most important thing they had learned during the session.

Once completed, instruct everyone to scrunch up their pieces of paper and throw them at one another in a mock snowball fight. After some time, instruct everyone to find a snowball, unwrap it, and read it out loud to the plenary. Once everyone has read his or hers, facilitate a general discussion.

Round robin
Ask participants to reflect on the session for one minute and think about something they will take away from it and use directly at work. Then ask each member of the group what they would change in their behavior on going back to the workplace.

Quiz
This can be a fun way to assess learning when a session contains a lot of theoretical content. You can introduce a competitive element if you think the group needs energizing! Think of the questions before the session, or use the quiz materials in the training activities section of these guidelines. Split participants into small groups, then ask the questions. Each group writes down answers, then gives their paper to another group to mark. Go through each answer in plenary and give a prize to the winning group.

TIPS ON TRAINING METHODS

Using the PowerPoint slides

The PowerPoint slides have notes written in the "notes page" of each slide to help you prepare and present the content in a lively way. We suggest that you print out a copy of the PowerPoint slides using the instruction notes. This will give you complete information for each slide when presenting.

It is the job of the trainer to customize the presentations to suit his or her needs. For example, you may choose to replace some of the images with images more relevant to your context. The presentations provide a framework only: make them your own!

When delivering presentations make sure you do not simply run through the slides like a robot. Inject questions or stories to illustrate your points. Show one or two slides and then do a short exercise. If there is a lengthy text, ask a participant to read it aloud, which can have the added advantage of waking someone up!

Following are some tips for actually running a presentation slide show during the training:

To start my presentation?

Press the **F5** key. Or click the **Slide Show** icon or select **View Show** from the **Slide Show** menu.

To go to the next slide?

Press any of these keys: **N**, the **space bar**, **return**, or **Page Dn**. Or do a **left click** on the mouse. If your mouse has a scroll wheel, rotate it *towards* you.

To go to the previous slide?

Press **P**, **Backspace**, or **Page Up**. Or rotate the mouse wheel *away from* you.

Switch to a blank screen during a presentation?

Pressing **B** will turn the screen black. Use this in a darkened room. Pressing **W** will turn the screen white, which is better if the room is lit.

Underline text or draw on a slide while I am talking?

This can be useful – for example, underline or circle a key word. But don't overdo it!

Hold down **Ctrl** and press **P** to change the pointer from an arrow to a pen. You can now write on the slide. (To change the ink color, select **Pointer Options Pen Color** from the navigation menu.)

Press **E** to erase your scribbles. Press **Esc** once to change the pointer back to an arrow.

End my presentation?

Use the **B** or **W** key to turn the screen black or white, or press **Esc** to end the slide show.

It is good practice to finish with a blank slide or, better still, one that signals the end of the presentation – e.g. "Questions?" or "Break."

Tips for using case studies

Case studies describe real or imagined scenarios. They can be provided in narrative (or image) form by the trainer (see training activities section), adapted to suit the context, or drawn from the group. They provide an opportunity for groups to analyze, problem solve, and apply theory to practice.

Case studies can be used to develop understanding, skills, and knowledge and can provide an invaluable opportunity to reinforce learning. They are a useful tool to make general learning points specific to the context in which you are working.

Following are some considerations for running case studies:

- Allow sufficient time for groups to work through the case studies.
- Time must be factored in for feedback in plenary.
- Vary the ways groups report back, but ensure that every group has an opportunity to present at least part of their work.
- Case studies that relate directly to a real situation can be valuable, but they can also prevent participants from learning, as they bring their own experience to the case rather than approaching it in a fresh way. Political sensitivities can also be a problem.
- Imagined scenarios can be useful in providing "distance" for the participants, but there can be a danger of oversimplifying issues.
- Don't overload the scenario with too many details. You can tell participants to request additional information from the trainer.
- Ensure that the information in the case study is accurate and relevant to the learning points – otherwise the trainer can lose credibility.

Creating your own case study

If you want to use your own case study in place of some of the case studies provided in the trainer activities, consider the following points. Case studies should be no longer than half a page and should include information on the following as well as instructions for the task you wish participants to complete:

- Country
- Protection issue
- Activity
- Agency responsible
- Challenges, successes, risks, lessons learned

It is also possible to introduce a case study through images using the PowerPoint presentation.

Tips for brainstorming

This is a useful technique for agreeing on terminology and encouraging everyone to contribute responses to an idea or question. Brainstorming can be used in a variety of ways, ranging from icebreakers, idea creation, and finding solutions to assessing people's existing attitudes, skills, and knowledge.

It is important to clarify how brainstorming is used, so participants know what to expect and can see its purpose. The role of the trainer is that of *facilitator*, setting the structure of the exercise and having little direct contribution to the information and ideas collected. All brainstorming should have a purpose, even if it is only a way of introducing a topic. Ideally it should be followed by an exercise that uses the information gathered.

Following are some considerations for brainstorming:

- Define the topic/problem/issue in a statement or question.
- Give people time to think (and write if necessary) on their own, in a pair, or in a small group.
- Summarize long answers in one word, and check that the summary is approved by the person offering the contribution.
- Allow people to pass if they cannot contribute.
- Set clear parameters before brainstorming. Will it be controlled? In other words, will the trainer accept only contributions that seem relevant or accept all contributions without judgment?

Tips for leading discussions

Guided discussions are a useful way to initiate and focus debates and to emphasize key learning points. They can be conducted in plenary or small groups. Key questions are often included in the session plans and can be used to generate discussion. Facilitators need to manage the discussions to ensure that time is not wasted on irrelevant points and that the more vocal participants do not dominate the discussion. It is important, however, to allow all participants to express their views, even when they might be seen as provocative.

Structured discussions in small or plenary groups can be used to develop understanding. They also enable the trainer to find out how a group is responding to a contentious subject or to cover all the angles on a particular topic. Discussions can be set up in many different ways to achieve different aims, encouraging less talkative members of a group to participate, providing a competitive edge, targeting particular issues, etc.

Some discussion regulator tools are:

- A prearranged system whereby people indicate that they want to speak, then wait their turn to be asked.
- "The conch system," whereby only the person holding the "conch" (a ball, sock, or other object) can speak. Then the "conch" is passed to the next person chosen to talk.
- Taking turns to speak, for example, by going around the circle, giving people numbers, etc.
- Using cards with topic headings to discuss more than one aspect of a subject.

Following are some considerations for leading discussions:

- Do not be afraid to either stop a discussion that is unproductive or run with a discussion that occurs spontaneously.
- Formulate the discussion questions *before* the session, as they are not easy to formulate on the spot!
- Discussions are a flexible facilitation tool and can occur at any time.
- Discussions are an excellent way to stimulate interest and participation, gauge the feelings in the group, and relate learning to practice.

- Discussions can provide instant feedback for the trainer.
- Discussions utilize the group's diversity and can challenge and provoke thought in individuals.
- For the greatest benefit, regularly summarize and draw out the key discussion points.
- Be tough on people trying to dominate the discussion.

Tips for questions and elicitation

Trainers can use questions in a planned way to elicit information, to encourage analysis, and to assess levels of knowledge and understanding. They can be a direct and immediate way of clarifying, gaining factual information, and allowing participants to share their experience or knowledge.

Although trainers will usually be the ones asking questions and handling answers, this need not be the case. It can also be useful to throw questions from participants back to the group, giving them control.

A range of questions should be used as needed, as listed below.

- Open questions – allow learners flexibility in their answers and thus give the trainer a clearer idea whether a learner has understood a topic. These questions are often prefaced by who, what, why, how, or when.
- Closed questions – will provide the trainer with yes or no short answers. These are useful if you need facts or clarification: e.g., is this an aim? However, they are not generally useful for checking more complex understanding or learning.
- Pickup questions – return the group to a previous point/discussion. These can be useful at quiet moments, or to encourage participants to make links between subjects.
- Direct questions – normally directed at an individual, inviting the person to join in or wake up! Obviously these questions can be intimidating – which may be the effect you desire. However, they can also give people who know the answer a chance to shine.

Think of some key questions that will help you assess participants' understanding of the learning points *before* starting a training session.

Dealing with challenging behavior

Following are some general suggestions for confronting challenging behavior during training. It is important to disconnect the behavior from the person, who is often being difficult for a specific reason, such as anxiety or a misunderstanding.

- Consult with participants' managers. People who make the choice to attend the training event, rather than being forced to do so, are usually more receptive to learning.
- Don't insist on being the expert (or at least not the only expert!). Encourage participation and give participants time to share their experiences. Storytelling can be a powerful way of getting participants involved, and the subject of protection lends itself to this approach.
- Let the group manage the troublesome individual. Often it is not necessary for a facilitator to intervene, as the group will also be annoyed and address the issue themselves.

- Encourage humor. It is a wonderful way of diffusing anger and makes for a less formal and safer learning environment.
- Depersonalize the role of the trainer. It is easy to take negative comments personally, but remember that you are performing a task and that negative comments are normally about an issue – not you.
- Simplify the design. Keep your sessions simple. People do not like to feel they are being asked to jump through hoops for no reason. They need to understand why they are doing things and what the outcome will be.
- Drop the plan if need be. You must be prepared to change course if you see that the needs of the group are not being met.
- Allow complaining – and then draw the line. Once people have had sufficient opportunity to air grievances or doubts, move the group on to look at positive solutions. Don't allow people to slip back into complaining.
- Introduce ground rules. These can be useful for bringing people to order.
- Try to understand behavior. People often have a good reason for behaving in a difficult manner – make it your business to find out what it is.
- Maintain the learning environment. Ensure that timing is observed, that the room is kept clear and tidy, that the lighting is as good as possible, and that people have regular breaks. Use energizers when needed.
- Introduce a device for dealing with difficult issues. This might be a "parking lot" or a session specifically designed to address concerns and answer questions.
- Trust the group. Remember most people **are** reasonable!

ENDING THE TRAINING

Evaluating the training

It is essential to evaluate a session or training course at its end. Determining participant reactions can be done in a group or with individuals. Some suggestions for group evaluations follow:

The RedR-IHE Group Evaluation
Prepare a flip chart for each small group. Groups should contain five to six people. On each flip chart draw the following table:

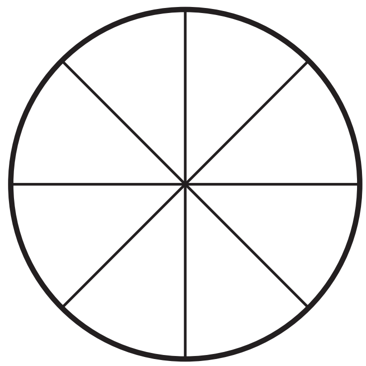
Good/Keep the same	Agree	Disagree
Improve/change		
Comments		

Each group should make its comments in the spaces. Then the group as a whole should decide whether to tick the agree or disagree boxes. When they have completed this process with their own flip chart, they should go around to the other groups' charts and tick off agree or disagree as they have agreed.

Keep it, chuck it, amend it evaluation
To do this exercise you will need to number the sessions and make the participants aware of the numbering system. Distribute colored cards and explain that green stands for "keep it," blue stands for "chuck it," and red stands for "amend it." After each participant chooses the color for a particular session, they, should write the session number on the card along with their reasons for amending, keeping, or chucking. This is quite a long evaluation exercise but extremely useful when a course is untested.

Indicators evaluation

Draw a diagram on a flip chart as follows:



Ask the participants to think of eight indicators they would choose to evaluate the course. They should assign each indicator to a section of the wheel. They then fill up the section with the achievement rate percentage for that indicator. For example, if the presentation of the course were one indicator and it was 80 percent successful, they would fill in 80 percent of the section.

Individual evaluation forms

These can be distributed at the end of a training (for a sample form, see Appendix 2). Participants can either fill in the form immediately, or the trainer can allow some reflection time and ask for forms to be sent in after the training. Unfortunately, there are generally a few people who will not return the form afterward, so for the most complete results, ask participants to evaluate the course immediately.

Finally, say good-bye to participants and indicate what will happen next, perhaps further steps in the process or a follow-up on the status of their action plans.

Finally, remember the following!

The power of suggestion
Make sure that you do not imply that time is too short, that the next bit will be boring, and so on. Otherwise you will see your comments come straight back in the evaluation! Do not introduce negative thoughts, which will discourage participants.

Do not be afraid of silences
It is easy to imagine that you should fill a silence; however, most silences seem longer than they really are. Allow time for participants to come up with a suggestion or answer instead of moving on immediately.

Make the training materials your own
You should be comfortable with the training materials – any level of discomfort reveals itself very quickly to the participants. Do not assume that you have to run things as given. You should adapt the materials to your training style, the needs of the participants, and the context in which you are working.

Try to think of new ways of doing things and fresh ways of looking at concepts. Adapt exercises; for example, use images from your context to illustrate points or develop role-playing exercises or devise short case studies. Encourage problem solving specific to your context.

Use images
Images make your context real. They can send powerful messages in a shorter time than words, and often more effectively. They also appeal to visual learners and change the dynamic of the training.

Video clips too can be diverting and illustrate a point more vividly than a written case study, for example.

Set clear objectives
Many trainers live in fear that there will be too much time or too little time to achieve the learning objectives. Allow a little more time than you think you need (no participant minds an early or longer break), and ensure that you have built in measures to assess learning.

Set the learning objectives at the beginning of the session and even at the planning stage – don't fill them in later! They really do inform your session plan!

Include "hooks" or "bangs"
Think of ways to start sessions off that will catch participants' interest. These should be your own as you will be comfortable only with your own material. For example, you can start with a personal anecdote that relates to the session – this is particularly effective when dealing with personal skills or attitudes. Another example would be to provide a prop or video clip that illustrates one of the learning points.

Whatever you use should be a link to the subject, should last no more than a minute or two, and should be designed to catch interest.

Say it, say it again, then say what you said

It is essential to reinforce key messages in a variety of ways. This may mean that you present information, than have participants apply it in a practical exercise, and recap the key points at the end of the session.

Communicate with learners

Obviously you will have every opportunity to communicate with participants during the training session; however, a good trainer also talks to participants before the training, during informal sessions such as breaks, and after the training.

Arranging the training room

There are many ways to seat a group to maximize interaction, but obviously they depend on the size of the group and the room and the scope of the activities. The important thing is that, as the trainer, you take control and make the room’s layout suit the session, even if this means moving grumbling participants happily seated in a back row! Don’t start training until you are happy with the room’s arrangement.

Be prepared to throw the plan out the window!

It can be difficult to completely change direction if you are an “occasional” trainer or are not completely confident with the materials. However, since it is more important to satisfy the learning needs of the participants than religiously follow your plan, you should be flexible, listening to the feedback from participants and adapting the program as appropriate.

SAMPLE COURSE DOCUMENTS

The following pages include generic course documents you will need.
Remember to adapt them for your specific training.

APPENDIX 1: SUGGESTED AGENDA

Insert Location, date:

Hosted by:

Facilitators:

Time	Day One	Day Two	Day Three
08:30-09:00	Registration of participants	Learning review	Learning review
09:00–10:30	**Session 1** Defining protection	**Session 5** Practical approaches to protection	**Session 9** Developing protection indicators
10:30-11:00	Break		
11:00-12:45	**Session 2** A CRS holistic approach to protection	**Session 6** Protection programming	**Session 10** Advocacy and protection
12:45-2:00	Lunch		
2:00-3:30	**Session 3** The legal framework	**Session 7** Protection assessment	**Session 11** Planning for the future Course evaluation
3:30-4:00	Break		
4:00-5:30	**Session 4** Protection actors	**Session 8** Developing a Proframe	

APPENDIX 2: INDIVIDUAL EVALUATION FORM

Your feedback helps us to evaluate and improve our next training.

1. Course objectives

1.1 To what extent do you feel your personal learning objectives have been achieved?

☐ Not met ☐ Partly met ☐ Mostly met ☐ Fully met

1.2 Which of your personal objectives were not achieved, and why?

2. Course relevance

2.1 Which parts of the training do you feel will be most useful back at work?

2.3 Which parts of the training do you feel were least useful, or not at all useful, for work?

2.4 Are there additional topics you would like included?

2.5 To make way for additional material, what would you leave out?

3. Presentation

3.1 The presentation and facilitation of the course was:

☐ Poor ☐ Fair ☐ Good ☐ Very good

3.2 What did you like about the way in which the course was presented and facilitated?

3.3 How do you think the presentation and facilitation of the course can be improved?

4. Course handouts and resources

4.1 The handouts and visual aids that were given were:

☐ Not useful ☐ Quite useful ☐ Useful ☐ Very useful

4.2 Do you have comments on how they could be improved?

5. Satisfaction

5.1 Overall, how would you rate this course?

☐ Not met ☐ Partly met ☐ Mostly met ☐ Fully met

Any other comments?

Thank you very much for completing this evaluation form

APPENDIX 3: CERTIFICATE OF ATTENDANCE

CATHOLIC RELIEF SERVICES

Diploma

This is to certify that

---

has successfully attended

CRS Core Protection Training

Insert location and date

The aim of the training is to raise awareness of core protection concepts and build skills in programming protection into humanitarian responses.

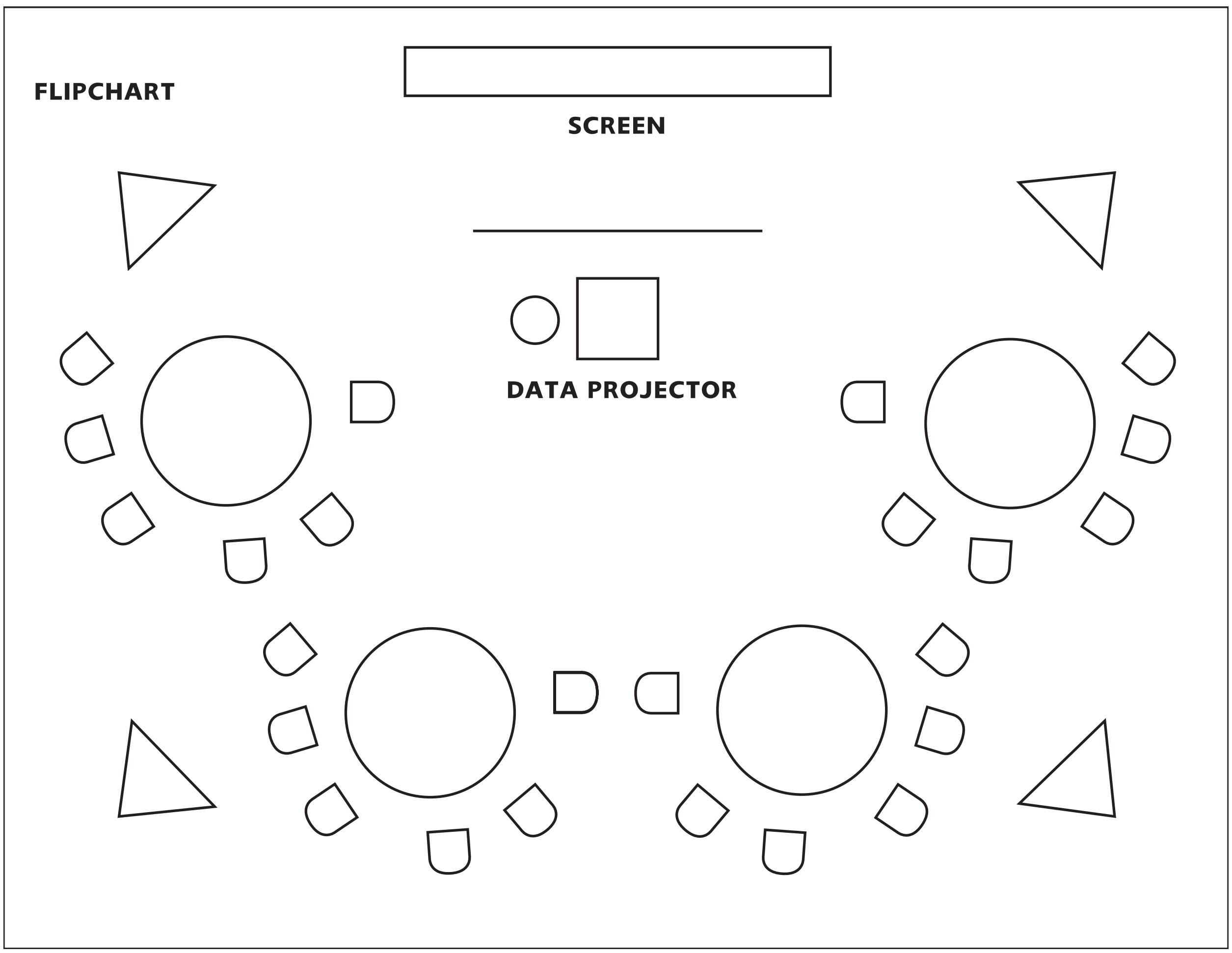
(Name) **Course facilitator**	**(Name)** **Course facilitator**

APPENDIX 4: CHECKLIST FOR ORGANIZING A TRAINING

No	Item	Check	Comments
Training venue specifications			
	• Plenary room to comfortably seat up to X people (see layout below) • Enough space to move around and place flip chart stands • Windows (or good light) • Large screen for PowerPoint • Walls or system for hanging flip chart		
	• Plenary room layout • Seating: upright (dining) chairs and movable tables seating 4-6 people • X participants to be at small round tables "café style"		
	• Some tables to be placed around edge of room for books, etc		
	• Break-out rooms		
	• Laptop, projector (with spare bulb), screen		
	• Flip chart stands		
Training stationery and resources			
	• Flip chart pads		
	• Sets of working flip chart pens (varied strong colors, blue, black, red, thick tips)		
	• Large Post-its		
	• Blu-tack		
	• Masking tape		
	• Notebook (plain or lined paper) and pen for each participant		
	• Participant name badges: Names in large font (24 pt bold) • Organization 10 pt bold		
Facilities at the venue			
	• Print & copy: access to printer and photocopier for last-minute items • Access to refreshment and lunch facilities • Also check for possible delays over lunch.		
	• Health and safety: • Check compliance with any H & S regulations, such as location of fire exits, etc		

	• Practical administrative support at the workshop: • One clearly designated person available during the workshop to support the facilitators		
	• Inspection: • Access is needed the day before the workshop to check all the facilities.		
	• Internet facilities		
	• Document hard-copy preparation before workshop: • One admin person to do preworkshop binding and copying of CRS Protection Participant Workbook		
	• Other		

Training room layout



APPENDIX 5: SAMPLE COURSE REPORT FORM

CORE PROTECTION TRAINING REPORT

Report on Workshop No., Location

Submitted by:

Dates:

Duration:

Venue:

No. of participants:

Facilitators:

Report date:

Rationale for the training

This section should include:

- Who was responsible for initiating the training
- Who was responsible for organizing the training on the ground
- Who hosted the training
- How many trainings were held
- Who were the trainers
- Key recommendations for future trainings

Country context

This section should include:

- A brief history of the current disaster/conflict
- Specific protection issues relevant to the context

The training

This section should include:

- Number and profiles of participants
- Representation from partner agencies
- The objectives of the training
- Key recommendations session by session
- Key recommendations overall (headings might include: effectiveness of the preparation phase, negotiations with the hosting agency, the agenda, the venue, logistics, participant selection, sequence of modules, language issues, guest speakers, resources, support for the training team)

Appendices

This section should include:

- Appendix 1: Agenda
- Appendix 2: Participant list with e-mail addresses
- Appendix 3: Summary of participant evaluations
- Appendix 4: Context-specific training materials (e.g. amended case studies)

APPENDIX 6: TRAINING BIBLIOGRAPHY

Name	Author	Publisher	ISBN Number
The Accelerated Learning Handbook	Dave Meier	McGraw Hill	ISBN 0-07-135547- 2
The Inspirational Trainer	Paul Z. Jackson	Kogan Page	ISBN 0-7494-3468- 6
Participatory Learning and Action	Jules N. Pretty, Irene Gujit, Ian Scoones, John Thompson	International Institute for Environment and Development	ISBN 1-899825-00-2
The Facilitator's Pocketbook	John Townsend and Paul Donovan	Management Pocketbooks	ISBN 1-870471-70-9
The Trainer's Pocketbook	John Townsend	Management Pocketbooks	ISBN 1-870471-37-7
The Accelerated Learning Fieldbook	Lou Russell	Jossey-Bass/Pfeiffer	ISBN0-7879-4639-7
Turning Training into Learning	Sheila W. Furjanic, Laurie A. Trotman	Amacom – American Management Association	ISBN 0-8144-0519-3
How to be better at giving presentations	Michael Stevens	Kogan Page and The Industrial Society	ISBN 0-7494-1900-8
How to measure training results	Jack J. Phillips and Ron Drew Stone	McGraw Hill	ISBN 0-07-138792-7
A Consultancy Approach for Trainers	Keri Phillips, Patricia Shaw	Gower	ISBN 0-566-02737-2
Opening Space for Democracy	Daniel Hunter, George Lakey	Training for Change	TrainingForChange.org
The Theory and Practice of Training	Roger Buckley, Jim Caple	Kogan Page	ISBN 0-7494-4156-9
Icebreakers	Ken Jones	Kogan Page	ISBN 0-7494-0803-0
The Skills of Training	Leslie Rae	Gower	ISBN 0-7045-0556-8
Understanding Facilitation	Christine Hogan	Kogan Page	ISBN 0-7494-3826-6

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