CDA **COLLABORATIVE LEARNING PROJECTS**

DO NO HARM PROJECT: TRAINER'S MANUAL

THE WORKSHOP

Planning, structure, schedules

A Manual of the Do No Harm Project (Local Capacities for Peace Project)
A project of the Collaborative for Development Action, Inc.
and CDA Collaborative Learning Projects

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Planning a Do No Harm Workshop

Workshops are usually organized in close collaboration with assistance agencies working in a given conflict setting. They may involve a few staff from a variety agencies or be arranged for a large number of staff from one agency. In the former, discussions tend to be broader; in the latter, deeper. Both have real merit! An ideal number of participants is from twenty to thirty people. Workshops may address issues of primary concern to field-level and operations staff or to headquarters policy people and decision-makers or they may be organized to cover some of both.

The length of workshops will vary depending on:

1)   the site and how far people have to travel to attend;

2)   the urgency surrounding the work and how much time people can spare from daily activities; and

3)   the judgment of the planners about what is needed for full and thoughtful discussion of the issues. In some workshops, it may be important to provide time for on-site information gathering and more in-depth discussion of local realities.

Planners of Workshops should be sure they have arranged:

1.   A venue that is convenient and sufficiently large for the expected group. In most cases one large room for meeting in plenary and several smaller rooms for small group sessions will be required. Planning must also include overnight accommodations for trainers and, if necessary for participants.

2.   Transport to the venue or clear instructions how to get there.

3.   Provision of training materials and equipment, including

- flip charts or boards,
- markers for flip-charts or white-boards (watch the difference!) or chalk
- name tags for participants, and
- (if appropriate or necessary) notebooks and pens for participants to take notes,
- sufficient number of copies of teaching material: case studies, framework, DNH Handbook, first 16 pages of the "Options" book (the "six steps approach"), etc.
- If organizers have decided to use the "Workbook", sufficient copies need to be made. If organizers have decided to provide copies of *Options*, they should make sufficient copies (*Options* is available from the CDA web-site). If organizers have decided to provide copies of the book, *Do No Harm*, the books need to be ordered in time from Lynne Rienner Publishers [1].
- a "list of participants" or a form for participants to fill out (a simple blank page may do but does not look very professional)

4.   Coffee / tea breaks, lunches, and any other "free time" support.

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[1]   Lynne Rienner Publishers, Inc.,1800 30th Street, Boulder, Colorado 80301 USA, Phone: +1-303 444 6684 Fax: +1 303 444 0824 (www.rienner.com).

5. Invitations that includes some method of confirming participation.

6. Workshop facilitation, including a clear plan for who will do what, when, and how they will work together.

7. Provisions to provide technical assistance (reconfirmation of flight tickets, making copies of documents brought by participants, running errands).

8. Some follow-up to the workshop.

Who are the Participants?

It is always good to know in advance, who is participating in the workshop. As a trainer you would like to know in advance

Ø because it helps you to fine tune your training

Ø it helps you to prepare yourself for potentially difficult group dynamics.

<u>Fine tuning</u>

Knowing that the majority of the participants in a training are programme officers or desk officers a trainer could focus much more on the practical use of the DNH tool and engage participants in a discussion about programming experience, requirements etc. On the other hand, if participants represent higher or senior management, press and information officers, other issues would have to be emphasized or worked on in more detail.

<u>Group dynamics</u>

Group dynamics can be difficult for example when – in an inter-agency workshop – a sizeable number of participants come from one organization. Such groupings sometimes attempt to 'hijack' the agenda and the process. Trainers can limit a group's ability to do so by arranging where participants get to sit. Similar situations can occur in internal workshops as well when a sizeable number of participants come from one specific subunit.

In many cases, trainers have little influence on decisions about who participates. However, trainers will often negotiate details of the planned workshop with the organizing / hosting organization and can have some influence on the decisions.

What do you <u>have</u> to know in advance?

- Potential language issues (find out as early as possible!)
- Which organizations (in case of an inter-agency workshop) or which unit / department do people come from?
- What are people's roles in their organization (programming / reviewing applications; fund-raising; marketing / public relations)?

What would you <u>want</u> to know?

- Professional background and field experience?
- What will participants do <u>after</u> the workshop?
- Position(s) within the organization (status / hierarchy differences – i.e. mixing management / leadership and staff level – will have an impact on the workshop dynamic)
- What prior exposure to DNH do they have?
- What are the inter-agency relationships (in case of an inter-agency workshop)?

The Contents of a Workshop

Every workshop should include

1. An introduction to the "Do No Harm Project" (DNH) in order for people to know where the ideas and materials of the workshop have come from and, therefore, what they can expect in terms of their appropriateness to the local circumstances;

2. Sessions on the contents/lessons learned through DNH that allow participants to draw on their own experience;

3. A session that applies what has been covered to the daily work of the workshop participants

A closing session that evaluates the learning at the workshop and sets an agenda for the future.

An Outline of Issues Covered in a Standard DNH Workshop

The Do No Harm Project (the Local Capacities for Peace Project)

- history
- rationale
- approach
- findings
- the process

Assistance programming in the context of conflict

- Case study: A not so unusual project in a distant setting (often Reconstruction in Tajikistan)

The DNH Framework for Analyzing the Impact of Assistance on Conflict

- brief presentation
- questions for clarification

Context Analysis

- Dividers and Tensions
- Connectors or Local Capacities For Peace

Impact Analysis: understanding assistance's impact on conflict

- Resource Transfers
- Implicit Ethical Messages
    - Ø case study work: identifying impact of aid on conflict through RT and/or IEM

Programme Analysis

- examining the details of an Assistance Programme

Developing Programming Options

- The Options game
- presentation / discussion about generating options, referring to the "Options Book"

Opportunity to apply the Framework for Programming Options

- either small group work on case study material or
- individual or group work on own projects

Lessons learned by applying the framework

- feedback from small group work
- first experiences with using the tool

The "DNH Mainstreaming Phase" (MSP)

- strategies and models for mainstreaming
- Brainstorming: How can you and your organizations get involved in the MSP?

Workshop evaluation

Course Plan

What ?	Why ?	How ?
Module I Introduction to the DNH Project and workshop	- to inform participants about history of DNH project - to emphasize that tool was developed out of practical experience - to emphasize "collaborative" learning - to give participants a "road map" for the workshop	short lecture / presentation (10 min.) brief plenary discussion
Module II Case Study: Focusing on an Assistance Project in a Distant Setting	- to get participants thinking about the impact of an assistance project on conflict - to provide a basis for open discussion by providing the same set of information to everyone - to demonstrate that limited information is not an obstacle to rigorous analysis - to demonstrate that systematic analysis yields more information than expected	case study facilitation method (60 min.) including – rigorous question plan and – graphic organization of information through well structured board work *optional if time permits:* -small group work (additional time: 20 to 30 min.)
Module III The Framework For Programming Options	- to familiarize participants with the entire DNH tool - to encourage systematic and rigorous analysis of the assistance project's interaction with the dynamics of conflict	- short lecture / presentation (10 - 15 min.) - graphic display (board, overhead) - short plenary discussion
Module IV Identifying Dividers, Tensions, and Capacities for War	- to provide participants with a practical tool to analyse in a systematic way the negative / destructive aspect of the context of conflict	- short lecture / presentation (10 min.) - graphic display *optional if time permits:* - small group work, participants reflect upon own experience

Module V Identifying Connectors and Local Capacities for Peace	- to emphasize that there always is a non-violent reality in the context of conflict - to provide a practical tool to analyse this reality in a systematic way	-short lecture / presentation (10 min.) - graphic display - small group work: make participants reflect their own experience of C / LCPs
Module VI Assistance Programme	- to emphasize that it is the details of an assistance project that determine the project's impact on conflict - to get participants to "unpack" assistance projects	- short lecture / presentation (10 min.) - plenary discussion
Module VII Resource Transfers and Implicit Ethical Messages	- to familiarize participants with the mechanisms / patterns by which assistance interacts with the context of conflict	- short lecture / presentation (15 – 20 min.) · small group work *optional* case study facilitation (45 min.)
Module VIII Options #1: The Options Game	- to challenge participants to generate programming options - to challenge participants to be creative, to "think outside the box" - to energize participants in a fun way	- quick presentation of problem (max. 5 min.) - competitive work in groups of two or three (5 - 7 min.) - gathering options generated (15 - 20 min.)
Module IX Options #2: Programming Alternatives	- to challenge participants to generate programming options	*either:* – case study work: review of Tajikistan case study or hand-out of another case study – small group work (clear assignments!) – plenary discussion of group results – plenary discussion of tool *or:* participants work on own projects (if properly informed in advance to bring project material) - small group work - plenary discussion of group results - plenary discussion of tool *or:* engage participants to work through the "Options Book" and study / discuss the

		options developed by other organizations
Workshop Closing / Evaluation	- to get a feed back from participants about the tool itself and about the way it was presented - to discuss suggestions for follow-up / next steps	- plenary discussion *optional:* - hand out evaluation forms

Making the Learning More Effective

Experience has shown that learning the new tool is much more effective when participants are given the opportunity to apply the tool to their own work. Usually, this will only be possible if the time available for a training is sufficient for

- ü a thorough introduction of the DNH approach and tool (minimal 1,5 to 2 days)
- ü sufficient time to "practice" the tool on own projects (minimal 4 to 6 hours)
- ü sufficient time for debriefing (approximately 2 to 3 hours)

The layout of the DNH training provides a good opportunity for such an "application exercise" during the small group work in "Options" (see MODULE IX).

How to Organize an "Application Exercise"

In most cases, people coming to a two to three day workshop will not have (or believe themselves to have) time to do additional work to prepare for the workshop. Therefore, asking participants to write up brief project descriptions before the workshop in most cases is a futile exercise.

In several cases, CDA trainers received a good response when they asked participants just to bring relevant documents on one project which they would like to work on. This can be a project which is giving - or has given - them problems; it can be a project which they feel was a particularly "successful" intervention.

> (Note: not asking participants to do extra work in preparation also has the positive effect that during a rigorous DNH analysis people discover that they actually know more than they expected.)

If an organization is sending several participants you can ask them as a group to bring one project on which they will be working in a small group session. If you are running an internal agency workshop and different units / departments send several participants, you can ask each department / unit to bring one project. Asking groups of participants to select a project before the workshop usually initiates some form of discussion – and thereby preparation – before the event.

If trainers decide to provide this opportunity, invitations and instructions should be sent to the participants at least four weeks in advance.

After a small group session working on their own projects trainers should allow more time for group reports and feed back. It is important to have sufficient time to discuss questions / problems that came up during the application exercise.

Sample Schedules for "Do No Harm" Workshops

Lecture, introducing the "Do No Harm" concepts   **Half-Day**

0:00 – 0:30	Introduction to Session with "Seven Lessons of LCP"
0:30 – 0:45	Presentation of the Framework
0:45 – 1:30	Elements of the Framework (description with examples of use)

Exposure Workshop   **1 Day**

Day 1

9:00 – 9:30	Welcome and Introduction of participants
9:30 – 10:00	Introduction to Workshop with "Seven Lessons of LCP"
10:00 – 10:30	Case Study: introduction and reading
10:30 – 11:00	*break*
11:00 – 12:00	Case Study
12:00 – 12:30	wrap-up and questions
12:30 – 1:30	*lunch*
1:30 – 1:50	Dividers
1:50 – 2:10	Connectors
2:10 – 2:30	Assistance Programme
2:30 – 3:15	Resource Transfers and Implicit Ethical Messages
3:15 – 3:45	*break*
3:45 – 4:15	Presentation of Framework
4:15 – 5:00	wrap-up and questions

Exposure Workshop   **1 Day**

Day 1

9:00 – 9:30	Welcome and Introduction of participants
9:30 – 10:00	Introduction to Workshop with "Seven Lessons of LCP"
10:00 – 10:30	Presentation of Framework
10:30 – 11:00	*break*
11:00 – 12:00	Resource Transfers and Implicit Ethical Messages
12:00 – 12:30	Assistance Programme
12:30 – 1:30	*lunch*
1:30 – 2:30	Case Study
2:30 – 3:10	Dividers
3:10 – 3:30	Connectors
3:30 – 4:00	*break*
4:00 – 4:30	Presentation of complete Framework
4:30 – 5:00	wrap-up and questions

Exposure Workshop   **2 Days**

Day 1
9:00 – 9:30   Welcome and Introduction of participants
9:30 – 10:00   Introduction to Workshop with "Seven Lessons of LCP"
10:00 – 10:30   Case Study: introduction and reading
10:30 – 11:00   *break*
11:00 – 12:00   Case Study
12:00 – 12:30   wrap-up and questions
12:30 – 1:30   *lunch*
1:30 – 1:50   Dividers
1:50– 2:10   Connectors
2:10 – 2:40   small groups (identify from own experience/context)
2:40 – 3:00   plenary
3:00 – 3:30   *break*
3:30 – 3:50   Assistance Programme
3:50 – 4:30   directed discussion and analysis (Tajikistan example, also own experience)
4:30 – 5:00   Presentation of Framework
5:00 – 5:30   Conclusion of Day
Homework: Read paper on Assistance Programme. Unpack own AP. Be specific! Put on flip chart.

Day 2
8:30 – 8:45   Introduction to Day 2
8:45 – 9:05   Resource Transfers
9:05 – 9:25   Implicit Ethical Messages
9:25 – 10:30   small groups in gallery (using own AP and Tajikistan, find impacts)
10:30 – 11:00   *break*
11:00 – 11:30   Options Game
11:30 – 11:40   Options session Introduction (use Framework arrows)
11:40 – 11:55   Options brainstorm on Tajikistan
11:55 – 12:30   Options using own programme
12:30 – 1:30   *lunch*
1:30 – 3:00   continue Options
3:00 – 3:30   *break*
3:30 – 4:15   plenary with gallery
4:15 – 4:50   Question and answer session
4:50 – 5:00   Conclusion of Workshop

Exposure Workshop   **2 Days**

Day 1
9:00 – 9:30   Welcome and Introduction of participants
9:30 – 10:00   Introduction to Workshop with "Seven Lessons of LCP"
10:00 – 10:30   Case Study: introduction and reading
10:30 – 11:00   *break*
11:00 – 12:00   Case Study
12:00 – 12:30   wrap-up and questions
12:30 – 1:30   *lunch*
1:30 – 1:50   Resource Transfers
1:50– 2:10   Implicit Ethical Messages
2:10 – 2:40   small groups (identify from own experience/context, find impacts)
2:40 – 3:00   plenary
3:00 – 3:30   *break*
3:30 – 3:50   Assistance Programme
3:50 – 4:30   directed discussion and analysis (Tajikistan example, also own experience)
4:30 – 5:00   Presentation of Framework
5:00 – 5:30   Conclusion of Day
Homework: Read and work on Impacts Exercise ("Give Up a Gun")

Day 2
9:00 – 9:15   Introduction to Day 2
9:15 – 10:00   Impacts Exercise: Case Study
10:00 – 10:20   Dividers
10:20 – 10:40   Connectors
10:40 – 11:10   *break*
11:10 – 12:10   small groups (identify from own experience/context)
12:10 – 12:30   plenary discussion
12:30 – 1:30   *lunch*
1:30 – 2:00   Options Game
2:00 – 2:10   Options session Introduction (use Framework arrows)
2:10 – 2:25   Options brainstorm on Tajikistan
2:25 – 3:00   Options using own programme in small groups
3:00 – 3:30   *break*
3:30 – 4:15   plenary
4:15 – 4:50   Question and answer session
4:50 – 5:00   Conclusion of Workshop

Workshop, "Training for Use"   **3 Days**

Day 1
9:00 – 9:30	Welcome and Introduction of participants
9:30 – 10:00	Introduction to Workshop with "Seven Lessons of LCP"
10:00 – 10:30	Case Study: introduction and reading
10:30 – 11:00	*break*
11:00 – 12:00	Case Study
12:00 – 12:30	wrap-up and questions
12:30 – 1:30	*lunch*
1:30 – 1:50	Dividers
1:50– 2:10	Connectors
2:10 – 2:40	small groups (identify from own experience/context)
2:40 – 3:00	plenary
3:00 – 3:30	*break*
3:30 – 3:50	Assistance Programme
3:50 – 4:30	directed discussion and analysis (Tajikistan example, also own experience)
4:30 – 5:00	Presentation of Framework
5:00 – 5:30	Conclusion of Day

Day 2
9:00 – 9:15	Introduction to Day 2
9:15 – 10:30	Context Analysis using Dividers and Connectors
10:30 – 11:00	*break*
11:00 – 12:30	continue Context Analysis in small groups
12:30 – 1:30	*lunch*
1:30 – 3:00	continue Context Analysis in small groups with focus on
3:00 – 3:30	*break*
3:30 – 4:50	plenary with gallery
4:50 – 5:00	Conclusion of Day 2

Day 3
9:00 – 9:15	Introduction to Day 3
9:15 – 9:35	Resource Transfers
9:35 – 9:55	Implicit Ethical Messages
9:55 – 10:30	small groups using Context Analysis from Day 2
10:30 – 11:00	*break*
11:00 – 11:30	Options Game
11:30 – 11:40	Options session Introduction (use Framework arrows)
11:40 – 11:55	Options brainstorm on Tajikistan
11:55 – 12:30	Options using own programme
12:30 – 1:30	*lunch*
1:30 – 3:00	continue Options
3:00 – 3:30	*break*
3:30 – 4:15	plenary with gallery
4:15 – 4:50	Question and answer session
4:50 – 5:00	Conclusion of Workshop

Training of Trainers (Training of Disseminators)   **6-10 Days**

General Structure of the ToT Workshop

Day 1	Introduction to ToT and One-Day "Do No Harm" Workshop
Day 2	Elements of Pedagogy and of the Workshop
Day 3	Elements of Pedagogy and of the Workshop,
Day 4	Practicum, with additional work on process and content
Day 5	Practicum, with additional work on process and content
Day 6	Free day, but study is strongly recommended
Day 7	Preparing for the follow-up workshop (and workshops in general)

Day 1

8:30 – 9:30	Introductions and Introduction to ToT
9:30 – 10:00	Introduction to "Example Workshop" with "Seven Lessons of LCP"
10:00 – 10:30	Case Study: introduction and reading
10:30 – 11:00	*break*
11:00 – 12:00	Case Study
12:00 – 12:30	wrap-up and questions, emphasis on nature of ToT
12:30 – 1:30	*lunch*
1:30 – 1:50	Dividers
1:50– 2:10	Connectors
2:10 – 2:40	small groups (identify from own experience/context)
2:40 – 3:00	plenary
3:00 – 3:30	*break*
3:30 – 3:50	Assistance Programme
3:50 – 4:30	directed discussion and analysis (Tajikistan example, also own experience)
4:30 – 5:00	Presentation of Framework
5:00 – 5:30	Conclusion of Day

Day 2

8:30 – 8:45	Introduction to Day 2
8:45 – 9:05	Resource Transfers
9:05 – 9:25	Implicit Ethical Messages
9:25 – 10:30	small groups in gallery (using own AP and Tajikistan, find impacts)
10:30 – 11:00	*break*
11:00 – 11:30	Options Game
11:30 – 11:40	Options session Introduction (use Framework arrows)
11:40 – 11:55	Options brainstorm on Tajikistan
11:55 – 12:30	Options using own programme
12:30 – 1:30	*lunch*
1:30 – 2:00	continue Options
2:00 – 2:30	plenary with gallery
2:30 – 3:00	Conclusion of "Example Workshop" (apologize for short time)
3:00 – 3:30	*break*
3:30 – 4:00	Introduction to "Elements of Pedagogy" and Teaching Case
4:00 – 5:15	Teaching Case
5:15 – 5:30	Conclusion of Day 2

Day 3
8:30 – 8:45	Introduction to Day 3
8:45 – 9:20	"Questions"
9:20 – 9:55	"Non-Verbal Responses"
9:55 – 10:30	"Openings and Closings"
10:30 – 11:00	*break*
11:00 – 11:35	"The Board"
11:35 – 12:10	"Preparing to Teach"
12:10 – 12:30	Questions
12:30 – 1:30	*lunch*
1:30 – 3:00	Review of the Trainer's Manual (teaching modules)
3:00 – 3:30	*break*
3:30 – 4:30	Review of the Trainer's Manual (pedagogical tools)
4:30 – 5:20	"Tips and Tricks"
5:20 – 5:30	Conclusion of Day 3 and Lottery for Day 4

Day 4: Practicum Sessions
8:30 – 8:45	Introduction to Practicum
8:45 – 5:25	Practicums
5:25 – 5:30	Conclusion of Day 4 and Lottery for Day 5

Day 5: Practicum Sessions
8:30 – 8:45	Introduction to Practicum
8:45 – 5:25	Practicums
5:25 – 5:30	Conclusion of Day 4 and Lottery for Day 5

Day 6 (or Day 7 if there is a free day in between)
8:30 – 8:45	Introduction to Day 6
8:45 – 9:20	"Challenges"
9:20 – 10:30	Preparing a Workshop: the Schedule
10:30 – 5:30	Preparing a Workshop: the Content

Days 8-10
Follow-up Workshop