

# ***Section Four: Appendixes***

# **APPENDIX 1:**

## **PRACTICAL TIPS ON HOW TO FACILITATE TRAINING SESSIONS**

Preparation is the secret to success in facilitating advocacy workshops. Events that are well planned tend to produce better results in terms of learning and the motivation of the participants. To better prepare your advocacy workshops, it is important to know your audience in terms of their previous experiences on the issue, level of knowledge and skills, level of interest in politics, motivations, and expectations. There also needs to be clarity and precision about how the workshop will be organized. This helps the facilitator earn the trust of participants and keep things on track at critical moments.

Three key steps in preparation are an interview or diagnostic survey of the group; preparation of the methodological guide; and preparation of the agenda.

### **Interview/Diagnostic Survey of the Group**

Before every advocacy session with a new group, it is important to interview those persons who are responsible for the group in order to have a clear idea of who will be participating and how many people are expected. Normally, the group should not exceed 25. The facilitator should take into consideration the group's level of preparation, the objective or expected results of the workshop, and, when possible, the specific problem that the group wants to solve or that can be used to learn about the methodology. This diagnostic survey can be oral, but it is preferable to do it in writing using a form that has been prepared in advance.

It is also important to answer logistical questions. For example, where is the event going to take place? Who will be responsible for bringing needed materials (newsprint, markers, masking tape, and so on)?

### **Preparation of the Methodological Guide**

The methodological guide is an instrument used for the orderly planning of educational and organizing sessions so that they accomplish concrete objectives. Even though a facilitator may be very experienced and knowledgeable about the issue to be discussed, it is important to use such a guide. It helps to:

- Define the specific steps needed to achieve the objectives of the session
- Ensure that the steps to be followed are in a logical sequence

- Clarify what is to be accomplished with each step or technique
- Select appropriate techniques for each step
- Anticipate specific activities that will take place during the development of each technique
- Identify the resources or materials needed for each step
- Distribute the available time among the different steps
- Plan a dynamic, hands-on, effective process that avoids repeating the same techniques and learning exercises
- Create a template for the facilitation of similar events in the future
- Prepare minutes or a report for each activity
- Facilitate fluid communication within the facilitation team.

In the development of a methodological guide one should keep in mind the following elements:

- What is the main topic of the session?
- What are our general and specific objectives for the session?
- What subtopics will be dealt with during the session?

For each subtopic that will be dealt with during the session, the following must be considered:

- What do we want to accomplish?
- What technique will be used to deal with the topic?
- What resources will be used to do this?
- How much time is needed?
- Who from the team is going to facilitate it?

The methodological guide has both a vertical and horizontal logic. The vertical logic refers to the ordering of subtopics from the beginning until the end of the event. The horizontal logic refers to the development of each subtopic during the event. The following table serves as an example.

**Main topic (title of the event):**

**General objective:**

**Specific objectives:**

**Subtopics:**

**Number of participants:**

**Allotted time:**

<b>TOPIC</b>	<b>OBJECTIVE</b>	<b>TECHNIQUE</b>	<b>PROCESS</b>	<b>RESOURCES</b>	<b>TIME</b>	<b>WHO</b>
<b>What topic should we address?</b>	<b>What do we want to accomplish with this topic?</b>	<b>What technique are we going to use?</b>	<b>How are we going to deal with it?</b>	<b>What resources will be used to do this?</b>	<b>How much time do we need?</b>	<b>Who from the team is going to facilitate it?</b>

## Preparation of the Agenda

As a final point, it is important to prepare an agenda that shows the chronology of the workshop activities. This document should be distributed several days before the event and again at the beginning of the workshop, discussing its content and daily schedule with the participants. A sample agenda follows.

**ADVOCACY: A TOOL FOR CHANGE**  
**PROPOSED AGENDA FOR THE METHODOLOGICAL WORKSHOP FOR**  
***LA CONCERTACIÓN CIUDADANA***  
**May 18–19, 2004**

### DAY ONE:

8:30 am	Presentation of the participants / workshop objectives
9:30 am	Introduction to advocacy (PLENARY) a. What is advocacy? b. Advocacy experiences of the group
10:30 am	Break
10:45 am	Introduction of the basic methodology for the planning of advocacy campaigns (PLENARY) a. The four logical questions b. The eight steps of the methodology
11:30 am	STEP 1: Identify and analyze the problem (WORK IN SMALL GROUPS)
1:00 pm	Lunch
2:00 pm	STEP 2: Formulate the proposal (WORK IN SMALL GROUPS) a. What do we want? b. Who has the decision-making power? c. When do we want it?
3:00 pm	Break
3:15 pm	STEP 3: Analyze the decision-making space (PLENARY) a. Who exactly has decision-making power with regard to the proposal? b. How will the decision be made?
4:00 pm	STEP 4: Analyze channels of influence (WORK IN SMALL GROUPS)

	<ul style="list-style-type: none"> <li>a. Allies</li> <li>b. Undecided persons</li> <li>c. Opponents</li> </ul>
5:00 pm	Evaluation/wrap-up for the day
<b>DAY TWO:</b>	
8:30 am	Summary of the previous day's work
9:00 am	<p>STEP 5: Do a SWOT analysis (WORK IN SMALL GROUPS)</p> <ul style="list-style-type: none"> <li>a. Strengths and weaknesses (self-analysis)</li> <li>b. Opportunities and threats</li> <li>c. Solutions</li> </ul>
9:45 am	<p>STEP 6: Design advocacy strategies (PLENARY)</p> <p>Laying the groundwork</p> <ul style="list-style-type: none"> <li>1. Filling information gaps</li> <li>2. Analysis of interests and preparation of arguments</li> <li>3. Preparation of the proposal sheet</li> <li>4. Institutional approval of the advocacy plan</li> <li>5. Fundraising</li> </ul>
10:15 am	Break
10:30 am	Continuation of advocacy strategies: analysis of interests and proposal sheet practice (WORK IN SMALL GROUPS)
11:30 am	<p>Continuation of advocacy strategies: Exerting influence on the decision-making space (PLENARY)</p> <ul style="list-style-type: none"> <li>1. Lobbying</li> <li>2. Organizing</li> <li>3. Education and sensitivity-raising</li> <li>4. Press work</li> <li>5. Mobilization</li> </ul>
12:30 pm	Lunch
1:30 pm	STEP 7: Develop an activity plan (PLENARY)
3:30 pm	Break
3:45 pm	STEP 8: Carry out continuous evaluation
4:45 pm	Evaluation of the workshop/wrap-up of the event

## **APPENDIX 2:**

# **PREPARATION OF MINUTES**

Frequently the preparation of minutes of educational or organizational activities is considered a tedious, technical, and unpleasant task, or something that is only done because of pressure from a funding agency. Nonetheless, in advocacy training or in the facilitation of advocacy processes, minutes are part of the learning process, together with the event itself. Generally, minutes are a conceptual and methodological replay of an activity that highlights the steps, content, discussion, and main conclusions. This provides a written record of the most important moments during an activity.

In this sense, minutes:

- Remind us of the conclusions and points of agreement from an activity
- Reinforce participants' learning
- Provide, in writing, an in-depth description of the issues that were raised during the activity, the information that was shared, concepts, discussions, and comments
- Contribute to the development of theory about specific issues
- Generate methodological inputs for work on issues
- Contain raw material that can be used to systematize different experiences.

### **Elements to Include**

In general, the minutes should include the:

- Issue and the objectives (general and specific) of the activity
- Date and the place where the activity took place
- Duration of the activity
- Number of the activity, if it is part of a series (for example, Workshop 2 of a series of four workshops about advocacy)
- Basic information about each participant:

Name, postal address, and e-mail address

Name of the group that s/he represents

His/her title within the group or organization

- Basic information about the facilitation team
- Description of each part of the activity, with its:

Objective

Description of how it was accomplished (technique and process)

Conclusions and main accomplishments

- Appendixes of materials used or other complementary information.

### **Suggestions for the Preparation of Minutes**

Prepare the minutes in the language of the participants so that they can use them in their own learning and organizational process. For the same reason, the minutes should be drafted using clear and simple language. The goal is for people from the group to appropriate the methodology for their own use. The hope is that this methodology will enable people to take their own initiatives to improve their lives and prospects for the future.

Do not let too much time elapse between the end of the event and the preparation of the minutes. This is especially important when a “school” or series of workshops or seminars is held. The minutes of the last workshop should be distributed before the next workshop begins.

Schedule time for preparation of the minutes. Many facilitators are prone to fill up their time with lots of activities without setting aside time for follow-up and preparation of minutes.



## **APPENDIX 3:**

# **GROUP EXERCISES**

This appendix offers group techniques and exercises that can be used during participatory training sessions and workshops. There are techniques and exercises for:

- Motivation and animation of participants
- Group introductions
- Formation of small groups
- Analysis
- Consciousness-raising and organization
- Evaluation of activities

The facilitator can use these tools in conjunction with a number of different activities, independent of the topic, to encourage active participation in the workshop.

### **A. ANIMATION TECHNIQUES**

#### **Objectives**

To build trust within the group as it addresses issues during the activity.

To encourage people to participate, “wake up,” be entertained, and relax so that they will be better able to address issues in-depth.

#### **A.1 Mail Call**

##### ***Use***

This exercise, in which participants must change places, allows for movement, creativity, and spontaneity. It is best used with groups of 8 to 20 people.

##### ***Process***

1. The participants sit in chairs arranged in a circle.
2. One person stands in the middle of the circle and says, “I have a letter for all those people who ...” indicating a characteristic of some of the people who are seated. The people who have that characteristic must change chairs.

3. The person directing the activity sits in an empty chair and the person who ends up in the middle without a chair assumes his/her role.
4. For example, someone might say: “I have a letter for all those people who are wearing brown shoes,” or “who came from far away,” or “who are wearing a wrist watch.”

## **A.2 The People Say ...**

### ***Use***

This exercise gets people to move around and think quickly. It can be used with small and large groups.

### ***Process***

1. The facilitator leads the activity, inviting everyone to stand up. The participants are told that they should imitate the movements of the facilitator only when s/he begins with the words: “The people say ...” This will test the group’s listening skills. For example, the facilitator says: “The people say raise your arms.” (Arms are raised.) Then: “The people say squat down.” (Everyone squats down.) Then: “Stand up.”
2. The participants who imitate the movement when the facilitator does not begin “The people say...” are eliminated from the game. The facilitator should speak and act quickly to keep the participants on their toes.
3. The game continues until people get tired or until all but one person has been eliminated.

## **A.3 The People Ask for ...**

### ***Use***

This is a lively exercise that requires movement, spontaneity, and group work. It is quite physical and requires a lot of space.

### ***Process***

1. The facilitator quickly divides the group into two teams.
2. The facilitator stands in the middle of the room. One team stands at one end of the room and the other team at the other end.
3. The facilitator explains that s/he will be asking for different objects and that the team that brings them to her first will receive one point. The first team to accumulate 5 points wins (or 10 points if there is more time to play). Before saying the name of the object, the facilitator always should use the phrase, “The people ask for...” and hold out both arms, with one arm extending toward each team. To win the point, team members should put the object directly in the facilitator’s hand.

4. It is recommended that the facilitator ask for objects to which both teams have the same access and that are easily found in the room, such as a marker, a shoe, a key, a book, or a ring.

## **B. TECHNIQUES FOR GROUP INTRODUCTIONS**

### **Objectives**

To get acquainted with one another and build trust within the group by focusing on the characteristics of each participant.

To allow the participants to articulate their expectations with respect to the activity.

### **B.1 Past, Present, and Future**

#### ***Use***

This exercise serves as a way to do introductions within a group with a certain level of intimacy in order to build trust among the participants. It is especially useful for small groups or among people who already know one another.

#### ***Process***

1. Participants are asked to think of three objects, one that represents their past, one that represents their present, and another that represents their future. They can use common objects that are found inside and outside of the room.
2. Each person then introduces himself or herself using the three objects, explaining why s/he chose those objects and what they represent in her/his life. For example, someone might say: "I chose a rock for my past because I have lived through some hard times. This marker represents my present because I am facilitating lots of workshops to help organize my community. This plant represents my hopes for the future because I hope to sow knowledge in other people."

### **B.2 The Spiderweb**

#### ***Use***

This exercise serves to illustrate, in a lively way, the interrelationships between participants and the important role that each person plays in the collective process. In addition to introductions, this technique can also be used to get participants to state their expectations for or to evaluate an activity.

## **Process**

1. Everyone stands in a circle and the facilitator gives a ball of yarn to one of the participants, explaining that each person is going to have a turn to say his or her name, home town or region, and hopes for the workshop. After introducing him/herself, each participant throws the ball of yarn to another person on the other side of the circle while holding on to the piece of yarn that s/he has. When everyone in the circle has introduced themselves, something resembling a spiderweb will have been formed.
2. While still in the circle, the facilitator leads a reflection about the importance of every person in a group, using the spiderweb as a metaphor. Each thread in a spiderweb is important. Thus, during the training session or during the planning process, everyone needs to participate and we need to help one another so that together we will be stronger.
3. To undo the spiderweb and reform the ball of yarn, the facilitator can ask another question. As each person answers it, s/he throws the ball to the person who originally threw it to him/her.

## **B.3 To Do, to Know, and to Be**

### **Use**

This exercise allows people to express their personal expectations for the activity in terms of skills, knowledge, and values.

### **Process**

1. Three cards of different colors are distributed to each participant.
2. The facilitator explains that participants will write one phrase on each card and fill in the blanks. The following phrases are written on a sheet of newsprint and placed in the front of the room:
 

“At the end of the workshop or training session I would like to ...”

  - Be able to do . . .
  - Know more about. . .
  - Be . . .
3. Each participant comes forward, reads his or her answer aloud, and hangs the card on the sheet of newsprint under its corresponding question. Another option is to have everyone come hang up their cards simultaneously. Then the facilitator reads aloud the ideas on the cards. This option is faster, less participatory, and more anonymous.

4. The facilitator explains the three types of expectations: capacities or skills, knowledge, and values (a person's "way of being").
5. To close, the facilitator summarizes the group's expectations, pointing out commonalities and grouping similar ideas together on a sheet of newsprint.
6. The list of expectations should be posted in a place where it is visible throughout the event. The fulfillment of the expectations can be a criterion for the final evaluation of the activity.

## **B.4 Animal Introductions**

### ***Use***

This exercise is a lively way for people to introduce themselves.

### ***Process***

1. The facilitator instructs each person in the group to think of an animal that most characterizes him or her, and to begin to act like that animal.
2. When people are imitating their animals, they should seek out other people that are imitating the same animal or an animal similar to theirs and form a pair.
3. In pairs, the participants interview one another, asking one another's name, where they live, expectations, experience with the topic of the workshop, and other questions that the facilitator suggests.
4. Then, in plenary, each person introduces the person that they interviewed to the group.

## **B.5 Introductions with Drawings**

### ***Use***

Individual introductions are made using a creative graphic representation. This exercise is effective with people who are not in the habit of writing. It is recommended that this technique not be used in groups of more than 20 people in order to avoid long introductions.

### ***Process***

1. The facilitator hands out blank sheets of paper to all of the participants and asks them to draw something that represents them. The drawing can be a symbol, a plant, an animal, or anything that a person wants to draw.
2. Then, in plenary, each person presents and explains his or her drawing.

3. Another option is to open a space for discussion and to encourage people to try to interpret one another's drawings before they are explained to the group.

## **B.6 Reflection about Images**

### ***Use***

This exercise stimulates the sharing of characteristics of personal identity. It can help to increase the level of trust in a group where people already know one another.

### ***Process***

1. To prepare, the facilitator selects a broad variety of images from postcards, magazines, and newspapers. The number of images should be at least double the number of participants.
2. The images are placed on a table and the participants are invited to look at them in silence and then select one image that best characterizes them or most interests them.
3. After all the participants have selected images, each person introduces him/herself in plenary and explains why s/he selected the image.

## **C. TECHNIQUES FOR THE FORMATION OF SMALL GROUPS**

### **Objective**

To form small groups to work on an issue.

### **C.1 Life Rafts**

#### ***Use***

This is a lively and participatory way to form small groups, and to learn the characteristics of the participants.

#### ***Process***

1. A space is created in the room (free of furniture) so that people can walk around.
2. The participants are told to walk around the room in a random fashion, imagining that they are on the deck of a large ship, enjoying the sun and fresh air. Then, they are told that the ship is sinking and that they quickly need to form groups of four people because that is the number of people that can fit in each life raft. This process is repeated several times and people are encouraged to act more quickly so that they do not drown.

3. The facilitator can also announce the existence of rafts for different types of groups, for example, rafts for people from different regions of the country, for single men and women, for people of certain age groups, for those in different occupations, for women, etc. This is especially useful when the group of participants is really heterogeneous and there is a desire to visualize the different perspectives that are present.

## **C.2 The Market**

### ***Use***

This is a graphic way to form small groups when the facilitator wishes to predetermine their makeup.

### ***Process***

1. The facilitator determines how many groups will be formed, how many people will be in each group, and the composition of each group (by region, work area, sex, racial-ethnic group, etc.)
2. Cards are prepared in advance with different fruits and vegetables that might be found in a market.
3. The facilitator gives a card to each participant. Upon receiving cards, the participants begin to shout out the names of their fruits or vegetables as if they were selling in the market. Those people who have the same fruit or vegetable form a group.

## **D. TECHNIQUES FOR ANALYSIS**

### **Objective**

To share tools that can be used to analyze an issue in a participatory fashion.

### **D.1 Fishing**

#### ***Use***

This is a participatory and fun technique that encourages analysis of issues. It is particularly useful before an issue is examined in-depth or new content is presented.

#### ***Process***

1. In advance, the facilitator makes a set of fish out of poster board in a variety of colors. Each fish has a question written on it that helps guide the analysis of the issue that is the focus of the activity. Each fish also should have a hole, at least two

centimeters wide, where a clip can be inserted. Three or four strings are prepared with an open clip on the end that can be used for fishing.

2. Three or four groups are formed and each group is asked to select one of its members to be the fisherperson.
3. The facilitator places the fish on the floor and gives instructions to the fisherpersons to catch all the fish they can until none remain.
4. In plenary, each team responds to the question found on each of their fish and the facilitator invites the other groups to take part in the discussion of the topic at hand.
5. Finally, the facilitator synthesizes the discussion on a sheet of newsprint.

## **D.2 Taking Positions**

### ***Use***

This exercise encourages participants to take positions with respect to particular issues under discussion, after having examined them in depth. It is a participatory, lively, and dynamic exercise that can be used with large groups.

### ***Process***

1. In advance, the facilitator prepares several statements related to the issue being addressed. The statements should be ones that do not necessarily have an objectively correct or incorrect answer. (For example, “The approval of the proposal is the most important outcome of an advocacy process.”)
2. The facilitator makes a line with masking tape down the center of the room, dividing the space into two sections of the same size. One side is for agreement, and the other side for disagreement. Everyone is instructed to stand on the line.
3. When the facilitator reads a statement about the issue under discussion, the participants place themselves on one side of the line or the other, depending on whether they agree or disagree. If they feel strongly about the issue, then they stand at a distance from the line, and if they feel less strongly they stand near the line. The idea is to get people to react quickly without first checking how others are positioning themselves.
4. After everyone has taken a position, the facilitator invites several people to share the reasons why they are standing on one side or the other. The important thing is to express different opinions, ask questions, and have a debate. It is not about convincing everyone to take the same position. However, after someone explains her/his reasoning, other participants can change their positions if they so desire.
5. After a few people respond, the next statement is read and everyone begins again from the line.



6. After each statement is addressed, the facilitator briefly summarizes the discussion and records issues or hurdles that the group will need to come back to at another time.

### **D.3 News Broadcast by the People**

#### ***Use***

This serves as a way to do a diagnostic survey or analysis about an issue, especially about the current political situation. It is an oral technique that encourages participation, creativity, and expression. It is useful as an instrument for the final evaluation of a workshop.

#### ***Process***

1. Small groups are formed (of 3 to 6 people) and are given instructions to write a “journalistic dispatch” or a brief message about an issue. The message should be based on a question. (For example: What is an important problem facing our region? What opportunities and obstacles exist when we try to do advocacy with the state on this issue?) The messages should be concise, informative, and creative. They should be based on the ideas from the group discussion and not on the spontaneous ideas of one speaker.
2. In plenary, one or more people from each small group present their broadcast of the news in three to five minutes. Afterward, one of the groups can be asked to do a “news summary” of all the presentations.
3. The facilitator encourages other people to share their opinions, especially if there is not consensus about the analysis of one or more of the groups. The facilitator does a summary of the information and analysis presented, drawing some general conclusions.

### **D.4 The Gift**

#### ***Use***

This can be used to analyze an issue in a fun and hands-on way. It works better with small groups (between 6 and 12 people).

#### ***Process***

1. Before the session, the facilitator prepares a large box with several small boxes nested inside. An envelope with a sheet of paper that has a question written on it about the issue under discussion is placed in each box, and the boxes are sealed with tape. The questions should be in a logical order (the question in the smallest box will be the last question to be discussed).

2. Pairs are formed and everyone stands around a table. The large box is placed on top of the table. The facilitator passes a dice from pair to pair, giving each pair an opportunity to roll it once. (In groups of fewer than 8 persons there is no need to form pairs). Each time a pair rolls a “2” on the dice (or whatever other number is designated), they have the right to open a box.
3. Each time a box, and the envelope inside, is opened, the question is discussed by the group. The game continues until all of the boxes have been opened and all of the questions finished. The last box should contain not only the envelope with a question inside but also a small gift like a piece of candy for each person.
4. When the game is over, the facilitator does a synthesis of the important points of the discussion.

## **E. TECHNIQUES FOR CONSCIOUSNESS-RAISING AND ORGANIZATION**

### **Objective**

To stress the importance of unity, organization, and planning in processes of social change.

### **E.1 The Tied-up Cat**

#### ***Use***

This exercise allows a group to reflect on the importance of communication in organized strategies for change. It is lively and dynamic.

#### ***Process***

1. The facilitator asks for five volunteers. A circle about two meters in diameter is marked in tape on the floor. A chair is put in the middle of the circle.
2. One of the five people is loosely tied to a chair with a rope. The facilitator should make sure that the person chosen has a good sense of humor and will not have a panic attack when tied up. That person represents the “tied-up cat.”
3. Three other people are given handkerchiefs to put in their back pants pockets. Part of the handkerchief should be visible. One of their arms is also tied behind their back (with a belt). Those people represent the “companion cats” of the tied-up cat.
4. The fifth person represents the “tiger.” The tiger stays in the circle, protecting its prisoner, the tied-up cat. The other three cats have the objective of rescuing their companion from the circle by untying him or her. The person who assumes the role of the tiger should be someone who is very active with a lot of energy.

5. The facilitator gives the following instructions:
  - If the tiger takes the handkerchief from a cat, that cat is out of the game.
  - Only one companion cat can come into the circle at a time.
  - The cats cannot talk among themselves.
6. The first round is played. If the tied-up cat is not rescued, another round is played.
7. Before beginning the second round, the facilitator tells the companion cats that they can meet and talk before the round begins.
8. The game continues until the tied-up cat is rescued or until all of the cats are out of the game.
9. Then, reflection is encouraged by asking:
  - How did the companion cats feel during the first round?
  - How did you feel in the second round?
  - What did you do to liberate the tied-up cat? What worked well and what did not work well?
  - How did the tiger feel? What strategy did s/he adopt?
  - How did the tied-up cat feel?
  - What does this game have to do with the way that we organize?
  - What did the handkerchief, the ropes, and the tiger represent?
  - What factors help make a strategy successful?
10. The facilitator reflects with the participants about the importance of communication, planning, and collective work for strategies of change.

## **E.2 The Dangerous Crossing**

### ***Use***

This technique stresses the importance of collective work and thinking through strategies before carrying them out, taking into account the strengths of the group, the established mechanisms, the context of influential actors, and internal democracy.

This exercise is lively and participatory and requires a large physical space and the use of sturdy chairs. It is best used with groups of 6 to 15 people.

## **Process**

1. Two groups are formed. Two parallel rows of chairs (with approximately 6 to 8 chairs in each row) are set up with a space of at least three meters between the rows. Two volunteers are asked to act as judges and each stands at the end of one of the rows.
2. Each team is given three envelopes (or bags). Each has a slip of paper inside: one says “corn,” one “chicken,” and one “wolf.” The participants are allowed to examine the envelopes so they know what they contain.
3. The facilitator explains that the chairs represent a bridge over a river. The only way to cross the river is by walking over the top of the team’s set of chairs. Only one person at a time can cross. Whoever is crossing should take an envelope to the other side and hand it to the judge waiting there. If the judge accepts the envelope then the person can try to bring over the next envelope. If the judge does not accept it, all of the envelopes are returned to the team and it has to start over.
4. The two teams are told that they should do everything possible to carry the three envelopes, one by one, to the other end of the chairs. The team that accomplishes this wins the game.
5. The judges are operating according to rules that have not been told to the other participants. Corn cannot be with the chicken (because it will be eaten), and the chicken cannot be with the wolf (because it will be eaten). In accepting or rejecting an envelope, the judge simply tells the team “yes“ or “no“ without explaining why. Two or three people can also be assigned to be observers.
6. The game ends when one of the teams is able to carry all three objects to the other side, following the rules. The solution is to: (1) take over the chicken; (2) take over the wolf, but pick up the chicken and bring it back to the other side; (3) leave the chicken at the beginning point and take over the corn, and finally (4) take over the chicken. The winning team explains the correct sequence to the other team.
7. The group discusses the following questions:
  - What did you feel?
  - What did you do? What was your strategy?
  - How did you make decisions? Did everyone on the team make decisions together or did each person do whatever came to mind?
  - How did you factor obstacles into your strategies?
  - Did this game have any relation to the way that we do advocacy?
  - In reality, what actors are represented by the different people in the game?
8. The facilitator does a synthesis of the main points of the discussion.

## **F. TECHNIQUES FOR EVALUATION OF ACTIVITIES**

### **Objective**

To collectively evaluate the main aspects of an activity in a creative and participatory way.

### **F.1 Taking the Pulse of the Group**

#### ***Use***

This exercise obtains immediate general feedback about an activity, using words and audiovisuals. It is especially useful during longer training sessions to gauge the reactions of the participants after the first day of training, so that necessary adjustments can be made in the program for the remaining days.

#### ***Process***

1. The facilitator prepares a sheet of newsprint with drawings of faces showing different expressions: happy, bored, nervous, sleepy, annoyed, afraid, etc. There should be 6 to 10 faces.
2. The facilitator invites the participants to come forward and to write some symbol beside the face that most closely captures how they are feeling today. If someone does not find a face that represents his or her feelings, s/he can draw one.
3. The facilitator reflects with the group about the faces and draws some conclusions about the overall mood of the group, with ideas of how to improve the activities and keep up the energy of the participants. Participants make recommendations for the rest of the training session and the facilitator writes any agreements that are reached on a sheet of newsprint.

### **F.2 Positive, Negative, Interesting**

#### ***Use***

This exercise allows for quick evaluation of a day's work.

#### ***Process***

1. The facilitator asks the group three questions to prompt discussion:
  - What was most positive about what happened today?
  - What was most negative about what happened today?

- What was most interesting?
2. The facilitator asks for opinions in response to each of the questions. The members of the group respond verbally in plenary or by writing on cards, and the facilitator writes the responses on a sheet of newsprint.
  3. Recommendations are solicited from the group about how to make improvements in the program for the remaining time.

### **F.3 Bull's-Eye**

#### ***Use***

This is a way of evaluating different aspects of an activity in a graphic and participatory manner.

#### ***Process***

1. The facilitator determines which aspects of the activity are to be evaluated. Aspects might include, for example, fulfillment of the activity's objectives, the method used, facilitation, group participation, logistics, handouts, and results.
2. The facilitator draws a "bull's-eye" on a sheet of newsprint for each aspect of the activity that is to be evaluated. Each bull's-eye should consist of four concentric circles, forming a central target area surrounded by three concentric bands.
3. The facilitator invites people to come forward one by one to indicate their evaluation of each aspect on the corresponding bull's-eye. Participants should mark the central target area if the aspect was "excellent." The next band outward is for "good," the band beyond that for "fair," and the outermost band for "poor."
4. After everyone has come forward to evaluate, the facilitator does a synthesis of the results and leads a brief discussion about each aspect that has been evaluated.
5. In closing, the facilitator asks for recommendations from the group about how to improve future activities.

### **F.4 Evaluation from My Perspective**

#### ***Use***

This exercise allows participants to evaluate an activity on the basis of their own experience and learning, but does not allow for overall evaluation of the event.

#### ***Process***

1. On a sheet of newsprint, the facilitator draws a person with one foot in a bucket. Around the drawing s/he writes several questions:

- Near the head: What did I learn?
  - Near the heart: How did I feel during the activity?
  - Near the hand: What did I do during the activity?
  - Near the foot in the bucket: What errors did I commit?
  - Near the other foot: How do I think I will put what I learned into practice?
2. Participants answer the questions on a blank sheet of paper.
  3. In plenary, the facilitator encourages people to share what they have written.

## **F.5 Complete the Sentences**

### ***Use***

This exercise allows the activity to be evaluated in the participants' own words and encourages dialogue and participation.

### ***Process***

1. In advance, the facilitator prepares some phrases that allow participants to evaluate essential aspects of the activity. The participants are given sheets with phrases so that they can fill in the blanks in writing to form sentences. Some examples might be:
  - For me, the most useful part of the activity was . . .
  - The moment I liked most was . . .
  - What I did not like about the activity was . . .
  - The facilitation of the event was . . .
  - The activity fulfilled my expectations because . . .
  - The activity did not fulfill my expectations because . . .
  - Something that was not clear to me was . . .
2. After all of the participants have answered the questions in writing, the facilitator reads one phrase at a time and invites people to share what they have written.

### ***Variation***

1. The phrases can be written on sheets of newsprint with sufficient space underneath so that people can come forward and write their answers directly on it.
2. The questions can also be answered orally with the facilitator recording the participant's answers on a sheet of newsprint.